

THE **DEAF** AMERICAN

1968 NAD Convention

THE FABULOUS FLAMINGO

THE NATIONAL MAGAZINE FOR ALL THE DEAF



FEBRUARY
1968

50c Per Copy

The Editor's Page

A Most Significant Grant

During recent years Gallaudet College has been the recipient of several grants from foundations. Most of these grants have been on the modest side, however unrestricted. They have been greatly appreciated and have made possible equipment and services not otherwise available.

Two months ago Gallaudet was notified that the board of trustees of the Charles A. Dana Foundation had voted to make a grant of one hundred thousand dollars (\$100,000) to assist with the acquisition of specialized equipment with special consideration for more sophisticated computer facilities and the needs of the chemistry department.

We understand this is the largest single grant ever made to Gallaudet and it certainly entails recognition of the college's efforts to add to its varied training facilities. Even with rudimentary equipment previously available, numerous Gallaudet graduates have received training in programming and other computer techniques which has led to highly gainful employment in a new and wide-open field.

The Charles A. Dana Foundation is to be commended on its decision following an investigatory visit to the Gallaudet College campus by one of its officers. We are sure that use of the new computer—as well as other acquisitions—will justify the faith of the Dana Foundation. We hope that other such grants will be forthcoming to enable our own college to keep pace with other institutions of higher learning which are the beneficiaries of foundation largesse.

Any Complaints?

Due to a foul up at the mailers, some subscribers failed to receive their copies of the December issue of THE DEAF AMERICAN. It seems that a batch of magazines went out with labels affixed to both front and back covers, with one addressee getting his copy and the other left wondering what in the world had happened to hold up his so long.

It appears that the mislabeled copies were among those going to East Coast subscribers. The first we knew of the trouble was when a copy with labels affixed to both sides was turned in to the NAD Home Office by a District of Columbia subscriber. Subsequently other complaints were made. Any subscriber who missed his copy of the December issue should write the NAD Home Office for a replacement.

This Month's Cover

Gracing this month's DEAF AMERICAN cover is a picture of a portion of the Fabulous Flamingo's swimming pool area, where a buffet supper and party will be held on Wednesday night, June 19, during the NAD convention. Examining the facilities are Ned Wheeler and Mrs. Sue Stockton. Mr. Wheeler is assistant convention chairman and Mrs. Stockton is very active in local arrangements.

We are indebted to the Missouri School for the Deaf, Robert Lee Johnson, graphic arts instructor and members of the Missouri Chapter of the Junior NAD for their fine work in printing the cover.

Implementation, Non-implementation Misimplementation

(continued from last month)

After our comment in the January issue, we had hoped to obtain a copy of the report of the national conference on education of the deaf held in Colorado Springs in April 1967 in order to compare its findings and/or recommendations with those of previous committees, workshops and the like. To date, we have not been able to come up with a copy of the report. Several of the participants at the above-named conference have told us that they have yet to see the report and have been informed that its printing and/or release is being held up.

On Teleprinters

It has been our good fortune to obtain a used Western Union teleprinter through the courtesy of Paul Taylor of St. Louis, Missouri, who has been very active placing such machines in the hands of deaf people in his locality (and thanks to Dr. H. Latham Breunig, our townsman, who gave us many valuable pointers). The teleprinters were delivered to Mr. Taylor in first class operating condition by the St. Louis Western Union management.

This teleprinter, when coupled with a Weitbrecht terminal unit, enables the user to use an ordinary telephone connection (local or long distance by direct dialing) to conduct a typed conversation at a rate in keeping with typing speed and competency. The setup is far superior to other means of telephonic communication developed so far, and the only bottleneck at present is the short supply of teleprinters and terminal units.

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FEBRUARY, 1968

Phoenix Conducts Deaf Driver Improvement Program

By CASPER B. JACOBSON

In keeping with the spirit of holding Finesilver programs that have been in vogue in many cities in the United States, Phoenix, Arizona, is the latest to enter the fold. It started when a general meeting was called for the deaf drivers and friends for a meeting on Sunday, May 7, 1967, at Encanto Park. A plan to have a driver improvement program received enthusiastic support.

The idea is not new because it was Judge Sherman G. Finesilver of Denver, Colorado, who inaugurated such projects some seven or eight years ago. The idea later evolved into safety programs now administrative functions of nearly every big city and every state.

It might be assumed that these driver improvement programs are for those who do not drive well, for those who drive recklessly or for others who receive court summons for being involved in a bad accident. There could be any number of violations for the fellow behind the wheel. These driver improvement programs are for every driver of a car, truck, bus, trailer, tractor, jalopy or what have you. The increased number of automobiles on the road; the increase in horsepower and greater speeds of motor cars; the building of straighter and wider highways, many of which are freeways, toll roads or turnpikes tempt the driver to drive faster. This creates a faster pace. A program to cut down the accidents and fatalities becomes imperative. The solution to this is neither the car nor the highway. It's the driver. Judge Finesilver's idea of a Driver Improvement Program is an excellent answer to that solution.

For the Phoenix program the format was arranged with the help of Judge Fine-



Judge Eugene K. Mangum of Phoenix, left, and Judge Sherman G. Finesilver of Denver.

silver. Four sessions of two hours each were held on November 3, 10, December 1 and 15, 1967. The first three meetings were held at the First Federal Savings and Loan Association, 20th Street and East Camelback. The fourth and last session was held at the Community Center Building, 1515 East Osborn Road.

The first "class" featured a talk by S. G. Blakley of the Safety Division of the Arizona Highway Department. He spoke on freeway traffic. He also brought along a colored film entitled "Freeway Driving." The talk by Mr. Blakley and the film taught us two things: In driving the freeways there is no time for HESITATION; you have to KNOW beforehand.

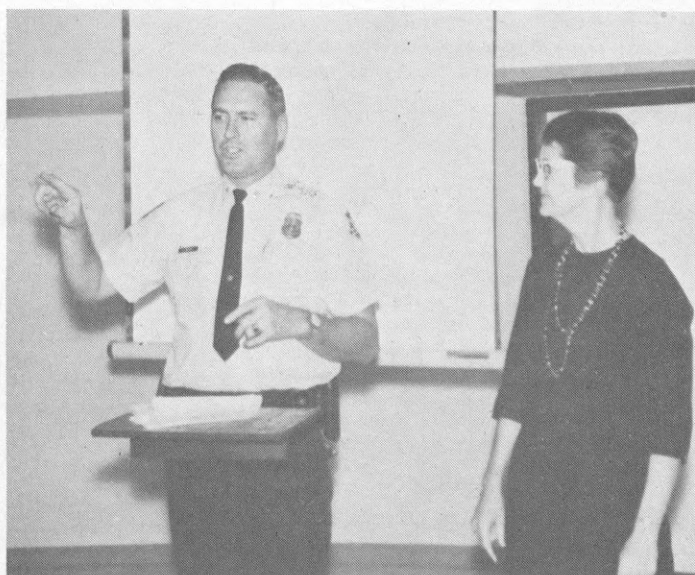
The next speaker was Mr. Roy Grebles, safety chairman of the Arizona Association of Independent Insurance Agents. He had as his subject "A Citizen's Place In Traffic Safety." In a nutshell, the theme might be: Do you look both ways when you cross the street? Mr. Grebles also spoke at some length on the problems that many insurance companies face. Drivers certainly should be mindful of this because the insurance companies increase their premiums. A question and answer session followed the talks by Messrs. Blakley and Grebles. Babbette Krayeski, president of the Greater Phoenix Club for the Deaf, presided at this session. Joeline Webber interpreted the talk by Mr. Blakley, while Mrs. Alice Acosta coordinated the talk by Mr. Grebles.

The meeting held on November 3 was in charge of Stanley O'Neal, president of the Phoenix Association of the Deaf. He introduced Sergeant Harold DeWitt of the Phoenix Police Department, who spoke on defensive driving. Sergeant DeWitt is no stranger to the deaf of Phoenix as he is quite able to hold his own in the use of the language of signs. Betty Bray, interpreter, helped him along whenever he needed a sign for this or that.

Next on the program was a discussion on automobile liability insurance by Rance Widner of the Ford Insurance Agency. His talk was a vivid portrayal of mounting accidents, fatalities and damage suits. These have resulted in higher premiums for liability and property damage. One can still buy 5/10/5 coverage but this is hardly adequate today. We made Mr. Widner's acquaintance when we first came to Phoenix. Mr. Widner is now better acquainted with the safety record of the deaf automobile driver. He



Left: Mr. Rance Widner, Phoenix insurance agent, addressing deaf drivers on insurance. Joeline Webber, interpreter. Right: Sgt. Harold DeWitt of the Phoenix Police Department emphasizing a point. Interpreter Betty Bray stands beside him.





Interpreters for the Phoenix course served very well. From left to right: Alice Acosta, Eula McRae, Betty Bray, Ginny Bugh, Glenda Holyoak and Joeline Webber.

has written and issued policies to quite a few of the local deaf drivers at reasonable rates. He was persuaded to give the deaf driver a break, whereas heretofore coverage had been on a hit-or-miss basis by various insurance companies. We have provided Mr. Widner with stories, articles, statistics and other material on the deaf driver from time to time. Joeline Webber interpreted.

The third session held on December 1 was in charge of Rue Shurtz, president of the Phoenix Chapter of the Arizona Association of the Deaf. He introduced Roy Chapin of the Licensing Department of the Arizona Department of Motor Vehicles. His subject was "Licensing of Drivers With A Hearing Handicap." He stated that the department had no objections to issuing drivers licenses to deaf drivers provided that they pass the required written examinations and a satisfactory demonstration of driving ability. A drivers license in Arizona requires the deaf driver equip his car with outside mirrors on both sides of the car.

As the second speaker from the Arizona Safety Council was unable to be present, Mr. Shurtz asked Casper Jacobson to take over. He submitted a number of questions for the audience to answer. It turned out to be a lively session that had to be shut off as it was near midnight.

The fourth and last session was held on December 15. It was conducted by Mr. Jacobson, coordinator of the program. A fitting tribute was paid to Judge Finesilver who was with us that evening. Mr. Jacobson referred briefly to Judge Finesilver's work in setting up the driver improvement program and his experience with the deaf drivers of Denver who volunteered to enroll in his program for better driving habits. That was how his famous theme, "They Can't Hear But They Get The Message," came about.

Judge Finesilver proved to be an able and entertaining speaker. He related the august duties of a judge. He related his experience with the deaf driver and that

later in his tabulations and findings he discovered them to be the best drivers of them all. He paid high tribute to them for their excellent record as safe drivers. He urged that they hold on to that record. He told of the lack of record of licensing agencies in substantiating the safety record of the deaf auto driver. His talk was brief, to the point and well-spiced with humorous incidents. His regret was that he had to leave in order to board a night plane for Denver. Gilbert Leon drove him to the airport.

Before the intermission and coffee break, Rue Shurtz, on behalf of those who attended the driver improvement programs, presented a surprise package to Casper Jacobson in appreciation for his efforts to bring about the success of the four sessions. The gift was a car vacuum cleaner operated by plugging the cord into the cigarette lighter socket.

Following the intermission the speaker was another judge, the Honorable Eugene K. Mangum, chief magistrate of the

Phoenix City Court. He had as his subject "Your Day In Court." He stated that everyone who is hailed into court has a right to defend himself. He stressed the word "guilty," to which he made frequent reference. The judicial aspects of his talk were interesting and informative. After his talk he was bombarded with questions that lasted nearly an hour. Mrs. Mangum was also present.

Betty Bray interpreted for both judges.

Augmenting the speakers, the films procured from the Captioned Films library were shown: The Case of Officer Hallibrand and Smith's System of No-Accident Driving. Sergeant DeWitt brought along a colored film, Disney's "Motor Mania." He had another film, "Wheels of Tragedy," which could not be shown for lack of time.

As is always the case, the ladies are due full honors for their part in arranging the refreshments. Marie Ann Lester and Susie Jacobson were in charge. They



Rue Shurtz presenting Casper Jacobson with an appreciation gift from those who attended the Phoenix Driver Improvement Program.



Participants in the Driver Improvement Program making the most of refreshments during an intermission.

were assisted by Mesdames Anderson, Bugh, Griffis, Gross, Harrison, Holyoak, Kraveski, Leon, Livshis, Lorenz, McRae, Roberts, Shurtz and Vildosola and Miss Webber.

The entire program was jointly sponsored by the Phoenix Association of the Deaf, the Greater Phoenix Club for the Deaf and the Phoenix Chapter of the Arizona Association of the Deaf.

Active interpreters included Alice Acosta, Betty Bray, Eula McRae and Joeline Webber. Ginny Bugh and Glenda Holyoak were interpreter-receptionists. Registration was in charge of Fern Leon, Yita Harrison, Susie Jacobson and Pat Gross. Rue Shurtz handled the projector and was in charge of arranging the films. Gilbert Leon was the official cameraman.

Service a Tradition For the Farquhars

Dr. and Mrs. Grover C. Farquhar of Fulton, Missouri, can justly be proud of their family which stands out as a shining example that deaf parents do raise children successfully in spite of their deafness.

Two of their daughters, Mrs. Maurice Keller and Mrs. Virginia Hughes of the Los Angeles area, are talented interpreters for the deaf at San Fernando Valley State College, Northridge, California. Many of the readers of THE DEAF AMERICAN saw them at the San Francisco NAD convention and made their acquaintance while they served as interpreters in a program put on by the Registry of Interpreters for the Deaf at one of the meetings.

Recently a feature article appeared in the St. Louis Globe-Democrat with a picture of another daughter, Mrs. Charlotte Hamilton, and her daughter, Martha Jo, who are in the nursing profession. Mrs. Hamilton currently is president of the Missouri Nurses Association while Martha Jo is a student nurse at St. Lukes Hospital in St. Louis.

Mrs. Hamilton began her career as a nurse's aide in Callaway County Hospital in Fulton while she was attending William Woods College, then took her nurse's training at St. Lukes and graduated. She then went on the staff of Callaway Hospital but took time out to marry and have three children before resuming her career. She has since built up her status to the number one position as the association's president. Martha Jo is following in her mother's footsteps.

The Farquhars are a very close knit family. All were together for their parents' golden wedding anniversary in 1966. Dr. Farquhar taught in the Oklahoma School for the Deaf six years before coming to the Missouri School, which he served for 42 years until retirement a few years ago. Mrs. Farquhar likewise taught in Oklahoma seven years and at Fulton 19 years until retirement. Dr. Farquhar is vice president of the Missouri Association of the Deaf and keeps active in such affairs.

Texas Answers Jerry!

By DON G. PETTINGILL

In typical Texas style, "Do it big or not at all," the 1967 convention of the Texas Association of the Deaf unanimously and enthusiastically voted to establish a Temporal Bone Bank committee, charging it with obtaining pledges of temporal bones for the Deafness Research Foundation.

Because of his close affiliation with the National Association of the Deaf, whose entire board have pledged their temporal bones to the DRF and his position with the famed Callier Hearing and Speech Center of Dallas, this writer was chosen to head the drive.

Two programs have been held, resulting in 25 complete pledges. The first one was held at the Methodist Hospital in the Texas Medical Center in Houston. Dr. Fred R. Guilford, director of the Southern Temporal Bone Bank Center at Baylor University College of Medicine, made all arrangements for the evening. His staff of audiologists and otologists assisted in examining and testing the deaf participants. The professionals assisting were: Dr. Olaf Haug and Mr. Paul Baccarro, audiologists: Dr. Juan Garro, Dr. Oscar Hantz, Dr. Malcolm Reeves, Dr. Makoto Igarashi and Dr. Shizuo Konishi.

Betty Huffman, coordinator of the Houston TBB Center, took care of the final details of completing the pledge forms and checking to ascertain that they were all correctly filled out and signed.

Carey C. Shaw was chosen to chair the local committee which included Eugene Piercy and Berndt Blomdahl. These men did an excellent job of notifying the deaf community of the event and helped with other details of the meeting. In spite of Hurricane Beulah warnings, approximately 55 deaf persons attended the program. Thirty-four were examined and at last count, 13 had pledged their temporal bones to science.

Captain Jerry L. Northern, who was scheduled to serve as interpreter and chairman of the evening's program, was grounded at San Antonio by Beulah, but the writer braved the elements and flew down from Dallas to be guest speaker.

The second program was held in Beaumont on November 29, with approximately 30 deaf persons in attendance, in spite of heavy rain and fog. Twenty persons were examined and tested with 12 pledges signed, sealed and delivered. Isadore Shanefield, president of the Beaumont Club of the Deaf, was chairman of the local committee for this event, ably assisted by Allan Bubeck and W. S. Smith.

Dr. Charles R. Heare arranged for the professionals who assisted in the hearing tests. He handled all otological examinations himself. Dr. Hal Williams, director of the Lamar Tech Hearing and Speech Center, was present and assisted in coordinating the audiologists and deaf participants. He also managed to test a few himself. The others who assisted in the testing were Mr. DePugh, local Zenith Hearing Aid dealer, and Mr. Bacon, an audiology student.

Plans are now being discussed regarding the next program, to be held in Austin. Bert Poss, head coach at the Texas School for the Deaf, has agreed to chair the local effort, and efforts are now being made to find an otologist who will help recruit other professionals to assist with examinations and testing. It is also planned to repeat the programs in Houston and Beaumont. As soon as Callier Hearing and Speech



THE WHY OF IT ALL—Dr. Oscar Hantz, a fellow in otology in Dr. Fred Guilford's office, watches intently while Don G. Pettingill explains a point regarding the Temporal Bone project to Mrs. W. H. Isaacks.

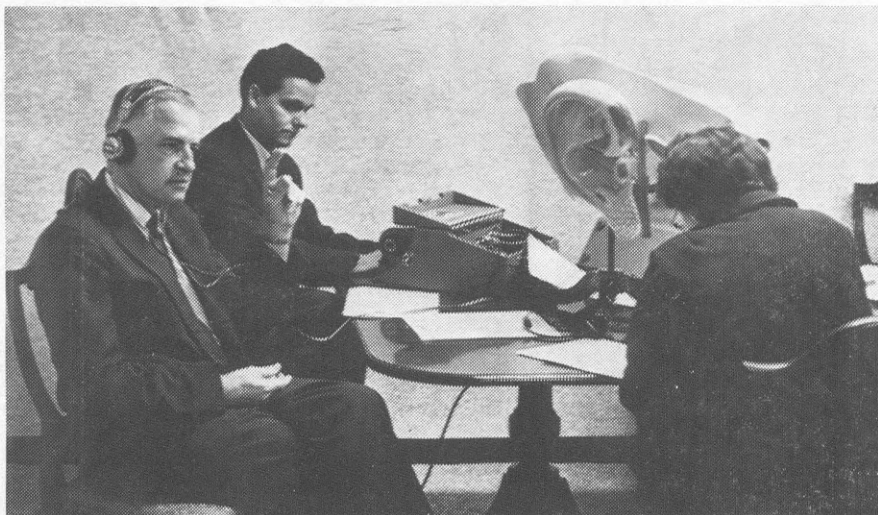
Center completes the move into its new center with latest testing facilities and audiologists available, and with Dr. Aram Glorig to head the effort, a massive one-shot program will be organized to cover all of Dallas County and vicinity.

Special appreciation goes to Captain Jerry L. Northern, representative of the Deafness Research Foundation, and present author of "Bank Notes," a column in THE DEAF AMERICAN, for his enthusiastic interest and assistance in shaping up the TBB program. Dr. Aram Glorig, director of Callier Hearing and Speech Center, has been invaluable as an advisor, with his wide knowledge of doctors, professionals and methods of procedure. Dr. Glorig has been very generous in allowing the writer all the time necessary to carry out the program. Dr. Fred R. Guilford has been unusually receptive to all plans made and has assisted and cooperated to the fullest. Without his enthusiastic help and the help of Betty Huffman, his coordinator at the Southern Temporal Bone Banks Center, it would not have been possible to realize the success we have had.

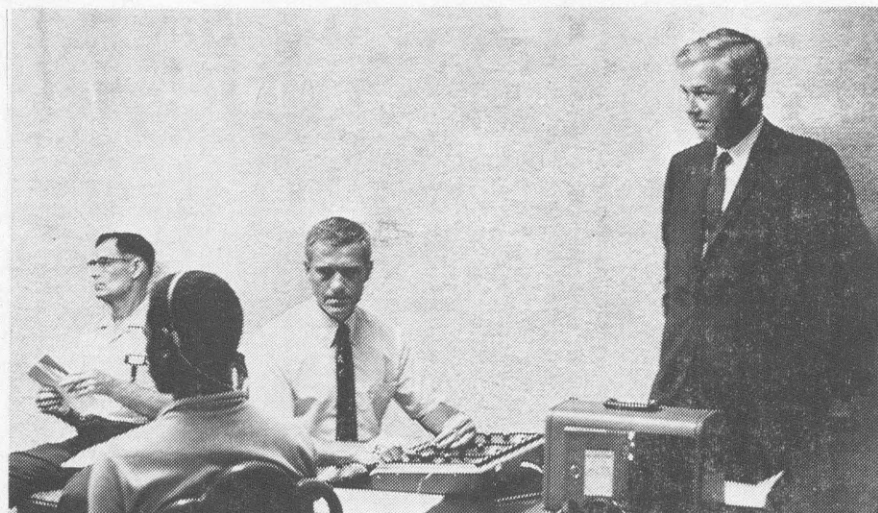
Several interesting and gratifying coincidences came to light during the two programs. The pictures accompanying this article were taken by Gene K. Davis, son-in-law of Mr. and Mrs. Carey C. Shaw, while his wife, Mrs. Gene K. Davis, was one of the interpreters who ably served during the evening's program. Mr. Davis is director of the photography department at Methodist Hospital.

Mrs. Shirley Pacetti, Mrs. Mary Redman and Dr. Bill Smith, pediatrician, rounded out Houston's "interpreting crew." Another "minor miracle" of dedicated service, these three experts are the daughters and son of Mr. and Mrs. W. S. Smith of Beaumont.

Mrs. Pacetti also drove to Beaumont to assist as an interpreter for the program there. She certainly was appreciated and really helped make up for the absence of her father, W. S. Smith, who landed in the hospital with major surgery a day or two before. Needless to say, the sincere cooperation and enthusiasm of everyone concerned is proving that "a job worth doing is worth doing well." Thanks, everyone!



CHAIRMAN SETS EXAMPLE—Carey C. Shaw, chairman of the Houston TBB program is being tested by Paul Baccarro, an audiologist in Dr. Guilford's office. Mrs. Shaw (back to camera) is filling out papers.



TESTING—Dr. Fred R. Guilford (standing at the right) director of the Southern Temporal Bone Banks Center at Houston, observes while Dr. Olaf Haug gives an audiometric test to Detoro Thompkins. Seated in the background watching proceedings elsewhere is Fred Gunn.

Foreign Exchange

By Yerker Andersson

Some readers have recently asked for the addresses of foreign clubs, associations or schools for the deaf. Unfortunately, it is not possible for me to give these addresses because they are quite numerous. For example, there are more than 45 social clubs for the deaf in Sweden. However, a list of the addresses of foreign associations and schools for the deaf is available for \$2.50 at Gallaudet College Bookstore. This list covers over 1,000 schools and organizations for the deaf in about 800 cities in 80 countries (**International Directory of Schools and Organizations for the Deaf: 1965** by Jerome D. Schein and Powrie V. Doctor).

Great Britain—The British Deaf Chess Association announced that the annual England-Scotland chess match will take place in the Hotel Godiva, Coventry, on April 20, 1968. Wales and Northern Ireland will probably participate in this chess event.

The British Deaf News (October, 1967) reported that a poet who found a group of the deaf at a bar in Manchester and was so inspired by their happy mood that he wrote a poem "The Pub of Silent Noise":

The room was noisy, yet not a sound.
The people talked, conversed around.
They laughed and joked, waving their hands
And looked on, tried to understand.
How can they be
So full of zest and hope?
Incomprehensible, yet I see
That they have conquered misery.
Eloquent gestures.
Their hands fluttered and waved
Like a cornfield in the breeze,
A swaying gently, stormy sea.
There's hope for all,
These people proved,
To penetrate their silent wall.
With faith and hope I'm moved.

Hungary—The World Chess Championship for the Deaf will be held in Budapest, Hungary, May 8-16, 1968. Do we have any American deaf chess players to offer good competition to the European chess players?

France—France issued a new stamp bearing a portrait of St. Francois de Sales, the patron saint of the deaf. Another stamp (issued for some years ago) showed a portrait of Abbe de l'Epee.

Note to deaf stamp collectors—Other countries have issued stamps for the deaf. Poland has two stamps, the one commemorating the first World Chess Championship for the Deaf and the other the recent World Congress of the Deaf. Holland has two stamps, the one showing a deaf pupil learning to speak and the other a portrait of the founder of the first school for the deaf in Holland. Yugoslavia commemorated the World Congress of the Deaf by issuing a stamp, showing the language of signs. The United States has Alexander Graham Bell on a stamp,

but he was honored as an inventor, not as a teacher of the deaf.

Germany—There are only two mountaineering clubs for the deaf in the world. The first was established in Germany in 1953 and its name is Der Verein des Gehörlose Bergfreunde Munchen. Its deaf members have already scaled the Alps, Mont Blanc, the highest in Europe, and Matterhorn (14,685 ft. high)—without a guide! One of these members has recently climbed the Demavend (18,550 ft.), the highest alp in Persia.

The second club, Deaf Mountaineering Club of Carlisle, Great Britain, was founded in 1960.

Yugoslavia—The 11th World Games will be held in Belgrade, August 12-19, 1969. Dragoljub Vukotic is the committee chairman and Mrs. Smilja Stefanovic the secretary. Their address is the World Games Committee, Belgrade, Yugoslavia, Post Box 911.

Dana Foundation Grants \$100,000 For Gallaudet Computer Facilities

A one hundred thousand dollar (\$100,000) grant has been made to Gallaudet College by the Charles A. Dana Foundation, Inc., President Leonard M. Elstad of Gallaudet has announced.

President Elstad said the "most generous corporate gift" followed a recent visit to the campus by Dr. Henry W. Littlefield, vice president of the Charles A. Dana Foundation, Inc., of Bridgeport, Connecticut.

According to President Elstad, the grant will be used, as voted by the board of trustees of the Dana Foundation, "to assist the college with the acquisition of specialized equipment with special consideration for more sophisticated computer facilities and the needs of the chemistry

department."

"I did enjoy," Dr. Littlefield said in his covering letter to President Elstad, "the opportunity to visit your campus and I do commend you for the very fine job which you are doing under the greatest of handicaps."

He told President Elstad that the foundation would "watch with interest the progress of Gallaudet College and especially the effectiveness of your graduates."

Dr. David Peikoff, director of development at Gallaudet College, who approached the foundation for the grant, assured Dr. Littlefield that "Gallaudet College's enthusiasm for excellence in all that we do will never wane."

Texas DVR Hires Two Deaf Consultants

If at first you don't succeed, take a new look at the problem! Then build up a full head of steam, add more statistics and throw in the solid backing of the rank and file deaf citizens of your state. It also helps to have key state officials in reserve who will listen to your "steam."

During the 60th session (1967) of the Texas Legislature, 19 bills worth \$51 million in much needed improvements for Texas' deaf citizens were introduced by Representative Paul Floyd. The bills were a direct result of a Texas Legislative Council study of services to the deaf established by resolution in the 59th Legislature, and which Mr. Floyd chaired. Serving on this Study Committee as deaf advisory members were Louis B. Orrill, long-time leader of Texas, and Don G. Pettingill, director of Counseling Services to the Adult Deaf, Callier Hearing and Speech Center, Dallas.

The heart of that "deaf package of bills" was one establishing a "Commission for the Deaf," and requiring the commissioner to be a deaf or hard of hearing man. After passing both the House of Representatives and the Senate, this much needed bill was vetoed by the governor.

Realizing it would be two years or more before the Commission bill could even be reintroduced, the two deaf advisory members decided to appeal to the State Division of Vocational Rehabilitation to try to interest them in establishing the office of "Co-ordinator, Services to the Deaf" under their agency. After several meetings and much correspondence, the idea gathered momentum until, about the middle of January, 1968, Texas DVR announced they had hired not one, but **two deaf consultants**.

This is a significant step forward on a statewide program for the adult deaf which has long been badly needed. The intensive groundwork of the Legislative Study Committee was beneficial since job descriptions and duties for the new positions were

mostly taken from papers and recommendations submitted by the deaf advisors.

Bert Poss and Ralph White, teachers on the staff of the Texas School for the Deaf in Austin, accepted this challenge to assist the adult deaf of Texas, both personally and as consultants on the deaf and deafness to other out-state counselors. They started their new duties February 1, 1968.

Bert Poss was born in Kennedale, Texas, August 29, 1928. A product of the Texas School for the Deaf, he received his B.A. from Gallaudet College in 1951. Continuing his studies at the University of Texas during the summers while he was teaching at the Texas School for the Deaf, he received a master's degree from that university in 1959. In 1967, he attended the Leadership Training Program in the Area of the Deaf sponsored by San Fernando Valley State College, Northridge,



Bert Poss

California, from which he received a master's degree.

Mr. Poss was a teacher in the voca-

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Ralph White

tional department of the TSD from 1951 to 1956, at which time he accepted the position of coach. Appointed head coach in 1961, he served in that capacity until the recent change. He has been active in local, state and national organizations of the deaf. Recently he served as vice president of the American Athletic Association of the Deaf.

He is married to the former Doris Walks of North Dakota and they have three teen-age children.

Ralph White was born in Georgia, October 22, 1923. He received his early education in that state and later attended Gallaudet College. Like Mr. Poss, he studied at the University of Texas while teaching at the Texas School for the Deaf, receiving his master's degree in August 1952. In 1966, he received another master's degree from San Fernando Valley State College.

Mr. White taught in the Georgia School for the Deaf for three years before coming to Texas in 1949. He taught in the academic department of the Austin school until 1966, when he accepted the position of counselor there. Mr. White, his wife Fran and their 14-year-old daughter Vicki reside in Austin.

Mr. White has been active in the new National Theatre of the Deaf, participating in one nationwide TV show sponsored by NBC. Last fall he accompanied the NTD group on its initial tour of several cities.

Texas' deaf citizens are grateful to C. G. Fairchild, assistant commissioner of education for vocational rehabilitation and special education, and especially to Doyle Wheeler, director of Texas DVR, for their cooperation in bringing about this far-reaching development. In fact, Mr. Wheeler has become so interested in the deaf and in creating a program for them "second to none in the country" that he has already mastered the manual alphabet and is well on his way to learning the language of signs.—Don G. Pettingill



FRONT ROW CENTER



Conducted by Taras B. Denis, 16 S. Stone Ave., Elmsford, N.Y. 10523

Gold Is Where You Find It . . .

Don't misunderstand me; progress is a good thing or you would not be reading this at the moment. Yet, for almost every forward motion, one in the opposite direction is inevitable. For instance, in the wake of the establishment of our own professional theatre of the deaf, what, if any, drawbacks could possibly result from its positive accomplishments to date?

Now that the National Theatre of the Deaf is a fact, the question arises as to the fate of existing private drama groups, long a happy and important segment of the deaf community. Why, you might inquire, continue an activity that demands the sacrifice of time and money when (especially if you are a citizen in one of the larger cities) an annual professional show is yours for the asking? No fuss, no messy meetings—like frozen food, impeccably packaged, duly delivered, and unconditionally guaranteed for a night or two.

Okay, so I'm exaggerating. But the threat is real: the suicide of small drama independents who, out of pride, fear, or sheer hopelessness, decide to abandon ship.

Before you—a member of any stage-minded movement, no matter what type or size—erronously consider such action, listen: don't. And even if you have already jumped overboard, swim back. Friend, your ship is not sinking; it's sailing under regenerated power.

In fact, the opinion in this quarter is that no time is better than the present for the formation of new clubs by drama enthusiasts. More help and advice should be forthcoming, especially during off-seasons when NTD personnel might avail themselves, conditions permitting. Incidentally, the rumor that the tiny hamlet of Elmsford, N.Y. (pop. 2,000) is contemplating its own company, is true. One of its aims, I understand, is to prove that goodies still come in small packages.

As great as the NTD seems, it can never be greater than the talent it acquires. No talent, no NTD—get it? Since private drama clubs like your own are a source of talent, the NTD needs you as much as you need the NTD.

"But they'd rather pick college stuff—not us. Look who they have now—just look how many . . ."

True and false. In the first place, as crash programs go, the NTD had to rely on the quickest and most reliable source of supply during the critical hour of its inception. Gallaudet College, with a larger turnover of talent, its proximity, and its facilities, logically served as the stepping stone. But to assume that good actors are to be found nowhere else is like saying that no deaf person can succeed unless he goes to college. A degree helps, of course, but it does not guarantee success, which is essentially the product of the individual's own initiative, resourcefulness, and other intangibles. (Honest, one paradox of life is that while people are prone to call others lucky at times, they simply do not understand how much the element of luck actually counts in the output of our daily ups and downs.)

This much is certain, however: regardless of background, if you have theatrical talent, the NTD is interested in **you alone**. Accepted, you will be given the professional training you need and then awarded roles commensurate with your ability—not priority. In short, no red tape. From the moment you are selected, your status becomes like that of any other member of the troupe and—best of all—just how far you go depends on nothing but your own determination to succeed.

Again, think twice before you decide that a stage career is beyond reach. Do not just be satisfied with membership in your local drama group—work harder at it. Who knows, but the next NTD show around your way may feature its newest stage sensation: **you!**

Gallaudet College Has 27 Electrowriter Units

Twenty-seven Victor Electrowriter units are now in operation on the campus of Gallaudet College. In addition to the six units originally installed in April 1966, twenty-one were recently hooked up to the regular telephone circuits. The units are located in virtually every major building on campus to facilitate communication for the faculty-staff.

The Electrowriter system makes use of electronically-relayed written messages sent by way of a special Data Phone

and the Electrowriter apparatus. The message is immediately received on a similar set, and messages are relayed back and forth just as in ordinary telephone conversation, except that in this case the messages are written.

A light signals the arrival of a message. If the person for whom it is intended is absent, a message can be left for him on the set. Buttons control the sending and receiving, just as in a regular telephone, and each unit has a number that is dialed to establish connection. The Data Phone can also be used as a regular telephone.

Why Can't More Deaf Persons Attend Hearing Colleges?

By GERALD BOYENGER

In the spring of 1963, Tom Dillon of New Mexico and Henning Irgens of Minnesota were the first deaf students to attend college classes at San Fernando Valley State College with the aid of an interpreter. The success of Dillon and Irgens resulted in continuation of an experiment which has become a dramatic development in providing educational opportunities for the deaf in recent years.

Since 1963, several deaf or hard of hearing participants have been included in each class of the Leadership Training Program in the Area of the Deaf. To date, a total of 18 hearing impaired students (14 deaf and four hard of hearing) have successfully completed graduate studies at the college and have received master of arts degrees in administration and supervision. As a result of these efforts, three former LTP participants are now pursuing doctorate programs at the University of Arizona, the University of Nebraska and the University of Texas with the aid of interpreters.

In 1966, interpreters were employed and a limited group of undergraduate deaf students were admitted to SFVSC. By the fall semester of 1967, this group had grown to eight deaf students with interpreters employed part time to assist them. Recognizing the need for interpreters trained to function in the educational setting, SFVSC has offered a 12-week course in 1966 and another in 1967 to train interpreters. Believed to be the first such courses offered on a college campus, they drew more than 40 trainees from the Southern California area.

"We know the concept works," says Dr. Ray Jones, chairman of the Department of Special and Rehabilitation Education at SFVSC, "and we can see that skilled interpreters hold the keys to open the doors of colleges across the nation to qualified deaf persons who might otherwise be stalemated at the threshold of higher education."

If more deaf persons are to have the opportunity for higher education, the choices experienced by hearing persons are significant. Deaf persons should be able to seek admission to institutions within a geographic area of their choice as well as to choose their curriculum. Is the opportunity for deaf persons to associate with and pursue academic fields alongside hearing persons also considered to be of major importance? One former participant in the LTP stated that the ability to exchange views with and study with hearing professionals in his field, through the aid of an interpreter, added immeasurably to his study efforts.

A postulate in the area of leadership—that leadership in the area of the deaf is most effective when competent and well-trained deaf persons work with (and not

for) equally well-trained and competent hearing persons—may have implications at the educational level. Deaf persons can be more readily and fully integrated into our society when integration begins at the educational level instead of on the job.

Dr. Jones reported that when deaf persons were included in the LTP, it added a new dimension to the program for both the deaf and the hearing participants.

How significant is the move to utilize interpreters to aid deaf students to attend hearing colleges?

Because of the communications barrier and its potential effect on the competitive standing of the deaf student, many deaf persons have not sought entrance to hearing colleges; some have and have experienced failure. Comparatively few have succeeded. Said one student of a first attempt, "... In the classroom I was a mere bump on a log. I literally starved at the table of education. I devoured the textbooks, and some professors kindly based their exams more on the text than on the lectures. But I missed altogether the give and take of the classroom discussion."

Ralph White, a teacher and actor in the National Theatre of the Deaf, stated, "My work at the University of Texas was a sink or swim affair, not because I was incapable of doing the work, but because I missed out on the lectures, the give and take of seminars and the exchange of thinking on various topics. That I succeeded was due largely to my determination and the willingness of others to furnish notes."

Tom Dillon, principal of the New Mexico School for the Deaf, reports, "My first master's degree was earned at the University of New Mexico by taking carbons of the notes of other students and with the kindness of interested professors. Twenty additional hours of graduate work was done at Colorado State University in the same way. I probably got the gist of about one-half of what instructors really said and was completely lost in class discussions." An LTP participant said his studies at City College of New York were like correspondence courses. He could not take part in classroom discussions nor follow what was going on.

Robert Anderson of Illinois writes that he and seven other deaf teachers enrolled in a master's degree program; only two completed the program. "We obtained notetakers," he said, "but were unable at most times to secure a qualified interpreter. Had we had an interpreter at all times, I believe we could have gotten more from our coursework, could have participated in discussions, and at least four of the six dropouts would have completed the program."

Greg Kimberlin, who lost his hearing six years ago as a result of a mortar explosion while in military service, enrolled in a local junior college after leaving the service. He said, "Despite the speech and lipreading training I had received, asking to copy a fellow student's notes was my only way to receive what the teacher was saying. I could neither ask nor answer questions, nor could I understand what was going on in the classroom. Isolated and alienated from the class, I starved for the knowledge that would assure me that my deafness was not a problem. Knowledge that I wished for never came, but in its place came discouragement and hostility. One fact became self evident, I was not able to perform to my full potential."

Now enrolled at SFVSC with the aid of an interpreter, Kimberlin said, "I can both ask and answer questions, an extremely important aspect of learning. I am not isolated as before, but I am an active participant, a member of the class. Now when jokes related to the subject are expressed, I can understand and join the laughter. And more, my membership does not stop in the classroom, for now I am a more accepted member of the school, not only to others, but to myself as well. The confusion of feeling lost and outside of what's happening is gone. And the hostility that was felt when I couldn't achieve as well as the hearing person is gone. And in its place is a person who is daily growing mentally richer and emotionally stronger. All of this is possible due to the quite simple, but highly ingenious idea of bridging the communication gap by the use of the interpreter in the college classroom. I cannot say enough for how it has helped and affected me."

An important aspect of college and university curriculum is the verbal fare of the classroom. The interpreter is able to convey the information and terminology of the lecture or class discussion, whether originating from a professor facing the blackboard or a student behind the deaf person.

Fred Yates said, "The interpreters interpreted everything from the professor's lofty ideals to the jokes and puns that were an inevitable part of any classroom. More important, I feel, is that I was provided with the opportunity to remark on anything and everything, even to add my small joke occasionally. At other colleges I had attended, this was denied due to lack of comprehension of the verbal fare."

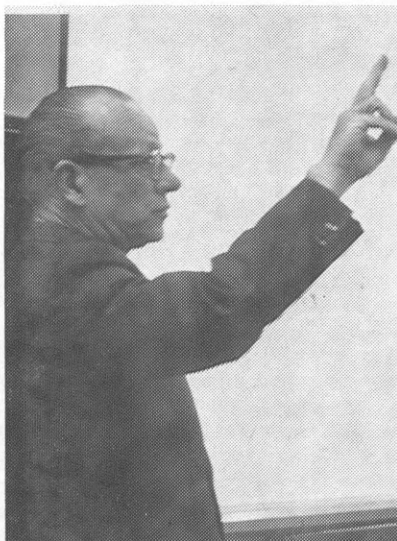
Ralph White added, "My experience at San Fernando Valley State College was a revelation. Though the program was tough, demanding, challenging, and even grueling at times, I could hold my own. Through the interpreting services, I was able to compete on equal terms with hearing students. With the availability of this service, no distinction was ever made between the deaf and the hearing participants."

Deaf people have proven that they are capable of undergraduate and graduate work and to lead and serve in responsible

Interpreters For The Deaf Employed At San Fernando Valley State College



ROBERT ANDERSON



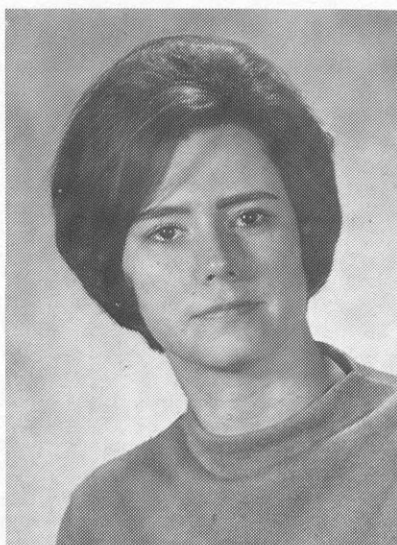
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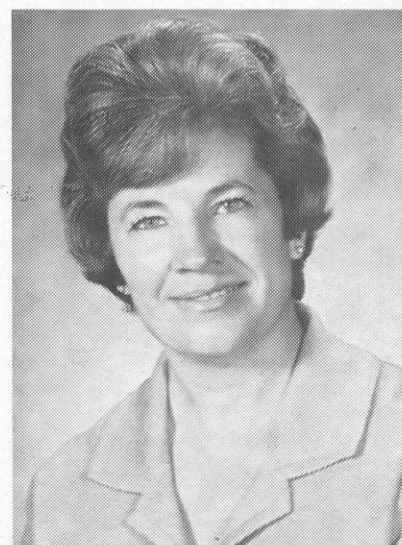
ROSE ZUCKER

positions as a result of the opportunity to continue their education and training. If more deaf persons are to have such opportunities, "... we simply must have interpreters and instructors who can keep us going as active participants in class recitations, discussions and activities," said Tom Dillon. "It is not my experience that written notes, while most helpful, or any other device is or can be used as a substitute for the interpreter or the instructor who can do his own communicating with the deaf student," he said.

Robert Sanderson, president of the National Association of the Deaf, said, "The San Fernando Valley State program liberated me from a dead end and threw open doors to interesting new vistas that I never imagined possible. I am certain that every deaf person of college potential should have that opportunity. Heaven only knows how much they need it to compete in today's society; education is their only salvation. I strongly urge that in-



SANDRA DEGIFFORD



VIRGINIA HUGHES

terpreting services be made routinely available for deaf persons in the same manner that reader services are now provided for the blind."

Of course there is a cost to interpreting service, but like the GI Bill for World

War II veterans or present veterans' benefits, it also represents an investment—an investment in human dignity, an investment in the right of an individual to self realization and to economic self sufficiency. It is an investment that will

be repaid to society many times over, not only in the increased taxes that educated deaf persons will pay from increased earnings, but also in the service which educated deaf persons will give as contributing members of our great democracy.



The twinkling fingers and expressive face of Mrs. Faye Wilkie, interpreter for the Leadership Training Program in the Area of the Deaf, convey both the content and the feelings of class discussions.



GALLAUDET BUSINESS STAFF USES SIGNS—Most office personnel had a Christmas party, but few could match the one for the Gallaudet College business office staff. The lovely ladies pictured "singing" are not deaf. They are business office personnel who are members of Mr. Harold Domich's language of signs class. The Christmas party was held in the Card Room of the Student Union Building. Mr. Stanley Kelly, assistant business manager, simultaneously signed and spoke the blessing before lunch. Mr. Kelly, who planned the party, opened the program after coffee and dessert were served. The ladies "sang" "White Christmas" and "Silent Night." Both deaf and hearing members of the staff were so delighted that "Silent Night" was repeated with everyone joining in. Mr. Paul Nance is the first business manager Gallaudet ever has had who has learned the language of signs. Mr. Nance not only encourages new staff members to learn the language, but makes it possible for them to do so. For a while, he taught a class himself which was so greatly appreciated by both deaf and hearing members of the staff that Mr. Domich was asked to make the class a permanent part of new personnel orientation. The students, deaf faculty members and deaf personnel greatly appreciate this service and the hearing people who can take advantage of it feel they really "belong." Congratulations, Gallaudet! (The business staff includes three deaf persons: Leonard Downs, the veteran cashier; Ronald Sutcliffe, purchasing agent; and Mrs. Jo Carney, of the accounting department.)

Pictured, left to right: Mary Townsend, student accounts; Theresa Tinch, purchasing; Margaret Fast, student accounts; Filomena Portell, assistant to purchasing agent; Betty Fishman, administrative secretary to the business manager; Irene Pruitt, secretary to the purchasing agent; Janet Ludwig, assistant to director of public relations, and Pearl Hawkins, clerk-typist.

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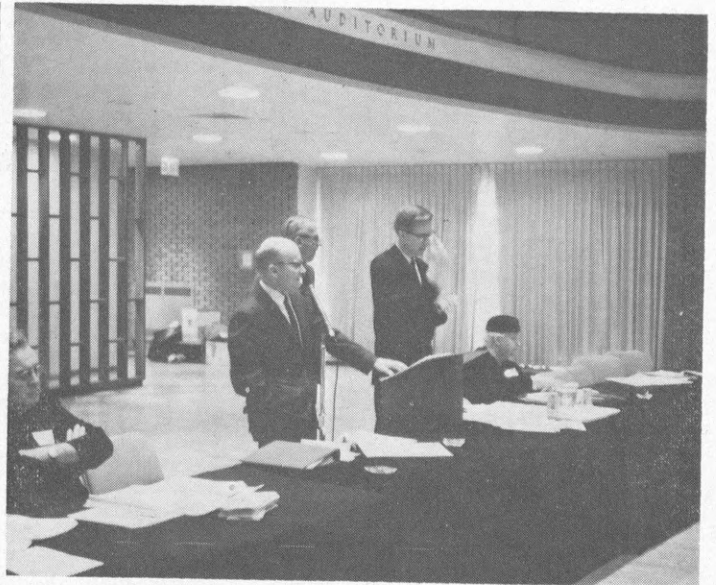
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INTERFAITH INSTITUTE—Sixty clergymen and laymen, representing 20 denominations, participated in an Interfaith Institute for Denominational Workers with the Deaf in New York City, November 14-15, 1967. At the left is a morning session in the Eisner and Lubin Auditorium at New York University. In the other picture is a discussion panel consisting of, left to right: Father Thomas Cribbin (Catholic), Rev. Herbert W. Rohe (Lutheran, Missouri Synod), Mr. Marvin Josephson (Episcopal), Rev. Fred Griffiths (Seventh Day Adventist) and Rev. Constance Elmes (Methodist).

Interfaith Institute Of Denominational Workers Convened

By DANIEL H. POKORNY, B.D., M.S.W., Pastor

Christ Lutheran Church of the Deaf, Washington, D.C.

Historical firsts usually make the headlines, but not always. So it was that an important "first" for the spiritual welfare of all deaf people went unnoticed by the newspapers.

Under the direction of the Center for Research and Advanced Training in Deafness Rehabilitation, New York University; an Interfaith Institute for Denominational Workers with the Deaf in New York City was held on November 14 and 15, 1967. The institute, supported by a grant from the U.S. Department of Health, Education and Welfare, Rehabilitation Services Division, brought together for the very first time clergymen and laymen of practically all denominations working with the deaf, 20 denominations being represented by a total of 60 participants. They attended the institute to clarify the condition in the ministry to the deaf as it exists today.

It was hoped that some direction might come from these discussions to help to establish a training program for ministers to the deaf. Such a program would ultimately make available to deaf people better trained religious workers to serve and help them with the extraordinary variety of problems that deaf persons bring to their religious leaders. Some of the problems mentioned ranged from help with job application to therapy for mental and emotional disorders.

The institute, held in the NYU Loeb Student Center, featured morning meetings for all the denominational workers to hear formal papers presented on various topics. Seated around a large block of tables in the Eisner and Lubin Auditorium, they were a very impressive sight to the visitors from the academic community who came to observe. Afternoon sessions were broken down into small dis-

cussion groups of 12 to 15 persons, who moved from one discussion group to another at regular intervals. Because of the fine signing ability of almost all the workers (hearing and deaf), the discussions went smoothly with everyone getting a chance to express himself.

From the beginning, there was a sense of urgency in the discussions. The sincere concern of those who had come to discuss the problems and begin a course to solve them was apparent. The presentations of papers by people from practically every denomination showed the broad interest of those who attended as well as their common problems in work with the deaf.

The institute explored eight areas of concern:

1. **The Denominational Worker with the Deaf, 1967:** Various denominations work with the deaf in different ways. Some churches maintain large full-time programs on a nationwide basis. Others have a full-time ministry geographically limited to specific areas. Still other denominations work through interpreters in local hearing parishes. From the discussions it appears that no one way could be designated "best." Each had its good points in relation to the various situations; also its problems.

2. **The Deaf Through the Eyes of the Denominational Worker:** Notable here was that most participants felt that deaf people had practically unlimited potential. It was acknowledged that there are differences in the work among the deaf compared with that of the hearing, but basically many of the needs of the deaf were similar to those in the hearing world. Some felt there was a lack of deaf leadership in their churches, but others said

they were particularly blessed with able leaders and workers.

3. **The Denominational Worker Through the Eyes of the Deaf:** Those deaf churchgoers who presented papers in this area showed that generally the minister is loved and respected by deaf people. This is especially the case when he is one who encourages the deaf members of the church or temple to participate in their church activities and business. Unfortunately it seems as if many deaf people also think that the minister's main job is to provide social pleasures and enjoyment. Sadly it was noted that the **least popular** church activity is that of going to worship! Still, it would seem that the deaf churchgoer is asking that the minister be competent in his field, to be able to help and communicate with the people and to "give them a chance."

4. **Counseling with the Deaf:** It was noted that any number of counseling services are now being offered to the deaf. Rehabilitation counselors and school guidance workers are helping deaf people find jobs most suited to their abilities. It was most interesting that practically every speaker at the institute spoke about some aspect of **marriage** counseling. This would seem to indicate that most clergymen for the deaf feel that here they can give the most service to deaf people, a service that is not being offered by either the school or the community.

5. **Ethical and Religious Concepts of the Deaf:** This topic brought out many of the problems of communicating the abstract concepts connected with any religion. It was noted that Jewish deaf persons are at a disadvantage because most religious concepts conveyed by the language of

signs, are given in "Christian" signs. Basically it would appear that the participants felt that this is a very difficult area to explore and one where much cooperative work must be done by related professionals such as psychologists and educators.

6. Communicating Religious Concepts: This discussion area brought out the fact that more visual aid equipment and preparation should be used in deaf services. A unique rear-projection system used by one of the pastors was presented. It offered to the deaf a challenging medium to stimulate their thinking and help their understanding.

7. The Deaf Church and Community: Participants presented widely divergent views on this subject from total involvement (integration) of the deaf in hearing churches to complete separation. There was no doubt that there was the need for a special ministry to the deaf; the community at large having the responsibility to provide it.

8. Training and Recruitment Needs: This topic explored the avenues open for better training of ministers and rabbis to the deaf. It was agreed that any special training for work with the deaf should come **after** a person has completed the requirements for ordination or certification within his own denomination. Following that, he would take special training focused on communication skills with the deaf, methods of deaf education, psychology of the deaf and related subjects. A necessary part of such training would be practice work at established churches for the deaf.

The institute participants emphasized the fact that in many ways the several denominations are not in competition for the "soul" of the deaf people, but rather want to cooperate with one another in offering the benefits of religion to these people. The institute was a positive note that we are at least on our way to better serve the spiritual needs of the deaf. If such a training program is established (we should all work and pray so that it is) we can be sure of at least one thing; many deaf people will have to find **new** excuses for not becoming involved at church and temple. "The minister or rabbi does not understand deaf people," will simply be no longer true! A new and exciting day will have dawned.

From A Parent's Point Of View

Mary Jane Rhodes, Conductor

For many years I have felt a burden on my heart for multiply handicapped deaf children. During this time I have become more and more aware of the large numbers of deaf children that have an additional handicap. Some are deaf and retarded, others are deaf and emotionally disturbed, visually handicapped, physically handicapped, etc. All too often the extra handicap makes it impossible for them to be integrated into schools and classes for the deaf. I do know that many schools for the deaf make an effort to accept these children if their second handicap isn't too severe. But far too many multiply handicapped deaf children are rejected and **as a result a large portion of these children receive no schooling and/or training.**

What, you may ask, is then to become of these multiply handicapped youngsters as they grow up? I wish that I could say that sooner or later they find their place in society, but this isn't true. At present I am aware of a deaf man in Indianapolis who formerly lived in the South. He has found employment here in Indiana but is just first learning to communicate via the language of signs. His understanding of life and the society in which he lives is most basic and one can only wonder what his capacity would have been, had he been given some schooling when he was young.

Another instance of what happens to these multiply handicapped children when they are grown was brought to my attention. This man is in his late thirties or early forties. He was recently discovered in one of our institutions for the mentally retarded. Now living in Indianapolis, he is receiving some training at a sheltered workshop. Once again we find that he had no method of communication until recently, when he began to learn the language of signs. He is making good progress and although he is retarded, we have found that with training he can become a productive member of our society.

I suppose that the reason this problem bothers me so much, is because I have a friend with a multiply handicapped deaf child. This boy has two brothers who are also deaf. The oldest is one of our high school students. The youngest brother attends our school and is progressing with his education as a deaf child. But the 12-year-old multiply handicapped boy is receiving no schooling. We really don't know what his problem is but suspect that it may be emotional. I have seen this mother during her heart-breaking search to find some schooling and/or training for her son. His IQ is not low enough for our mentally retarded institutions and our school for the deaf isn't equipped to give him the training he needs. As a result he is growing up now with no training at all. Every day he sees his two brothers go off to school. We

can't know what goes on in his mind, but feel safe to assume that he must understand that he is being rejected.

What has this mother done to try to help her multiply handicapped deaf child? First, she formed a parents group to bring together other parents whose children suffer similar handicaps. After naming their group she began to write letters to everyone she could think of, to bring attention to the plight of multiply handicapped deaf youngsters. During the last session of our Indiana state legislature she was able to convince the members that something had to be done and so they appointed a study committee to look into the problem. I recently attended a meeting of this study committee and was very impressed with the work they are doing. As a result of this one woman's work, it looks as though we will someday get a facility in our state for multiply handicapped deaf children. Will this program for the multiply handicapped deaf be a reality in time to help her son? I don't know. I can only hope and pray that, having gotten the attention of our state officials, they will take action immediately to help this boy and all the other multiply handicapped citizens of our state, who have been so long rejected.

What can we parents of normal deaf children do to help? First of all, we can recognize the fact that these children exist. Any of us who has a deaf child, would certainly be aware of this problem. If our child is receiving schooling, we should be thankful enough and understanding enough, to reach out a hand to help parents of multiply handicapped deaf children who have no place to go. We should encourage these parents to make their voice heard, so that local and state officials become aware of the problem. Whenever possible, we should add our voices and our support to their efforts to obtain schooling and/or training for these neglected children.

The problem of the multiply handicapped deaf isn't a local one. All across the country deaf children are being turned away from schools for the deaf because of the lack of suitable educational programs. We parents of normal deaf children must bring this problem out in the open and let our school officials know that we are interested in and anxious about our multiply handicapped deaf citizens.

Two years ago, as president of our PTCO at the Indiana School for the Deaf, I wrote a letter to our state officials advising them that our parents were concerned about the lack of a program for this neglected segment of deaf children in our state. I also appointed a parent of a multiply handicapped deaf child to our PTCO Executive Board. Ignoring this problem won't make it go away—the multiply handicapped deaf are with us in greater numbers now than ever before. **WHAT WILL YOU DO TO HELP?**

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A Child Psychiatrist Looks At Deafness*

By EUGENE D. MINDEL, M.D.

Psychosomatic and Psychiatric Institute
Michael Reese Hospital and Medical Center
Chicago, Illinois 60616

It is indeed difficult to compose a talk for parents of deaf children, for, to each of you, what you experience in raising a handicapped child is a completely individual matter. Such things are most meaningfully discussed within your own family or in small parent discussion groups conducted by professionals. Hopefully, however, we can discuss several of the major issues. I hope that you will avoid the tendency to regard what is said as "hard and fast." The development of specific notions about deaf children and their parents is an area of endeavor where more remains to be done than has already been done.

I will take a little time to let you know something about myself and how I came to be involved in this field. During my third year in medical school in Washington, D.C., I worked in the health service at Gallaudet, the world's only college for the deaf. The position included the opportunity to live in the "prep school" dormitory. I had had little prior contact with the deaf. I was taught fingerspelling by Ed Scouten, one of the country's leading advocates of fingerspelling as an educational tool. He is now principal of the Florida School for the Deaf. I learned a little sign language and some capacity to understand the speech of the deaf. My interests in the deaf then were not specific. Gallaudet College students are not a representative sample of the deaf, for most deaf youth do not reach that level; unfortunately, only 1.7 percent of the deaf school-age population attend college as contrasted to 9.7 percent of the hearing school-age population.¹

Within a few months after beginning formal training in psychiatry, I began to reflect upon my experiences at Gallaudet. Understanding the thinking processes of people deprived of a conventional language experience seemed to pose a challenge for psychiatry at large. By a happy combination of circumstance, the chance to initiate and conduct research in this area became a reality at Michael Reese Hospital and Medical Center, when I was given a position by the Project for the Deaf as a child psychiatrist. This project is supported by a grant** from the former Vocational Rehabilitation Administration, now part of the Social and Rehabilitation Services. During the first year of the project we developed a competent professional staff now engaged in a diversified range of activities both in the Division of Psychiatry and in the Henner Hearing and Speech Center. Though I have worked with deaf adults

and children, my work now is primarily with children. The details of this work would take quite a while to describe adequately. Briefly, we are trying to establish a model learning environment for young deaf children and provide specialized diagnostic facilities for all age groups. Services for multiply handicapped deaf children are being developed.

Perhaps the best place to begin the discussion of specific issues is with some general remarks regarding what the deaf child is like. To answer such a question, we must first ask four additional questions. What age child are we speaking of; what is the child like compared to what or whom; what is the cause of his deafness; and how deaf is he?

First, let us examine characteristics of deaf children as they relate to age. Contrary to general opinion, the deaf child with increasing age becomes less similar to his hearing peers in certain crucial respects. His ability to translate his world into conventional language falls farther and farther behind that of his hearing peers. His language cannot keep up with the ever more complicated social and intellectual challenges he encounters. It is not that he lacks the intelligence—there is conclusive evidence that the intelligence of the deaf is the same as that of the hearing.^{2,3} It is the ability to translate intellectual operations into conventional verbal language that is so hard for the deaf.

As social challenges increase, the deaf child's inability to understand fully or communicate with his peers or the members of his family retards his psychosocial development. The isolation imposed by the handicap prevents the learning and/or refinement of many basic interpersonal skills. Substantial peer relationships become more important as children become older. In the adolescent years, these relationships become as important as those with the family and at this important time the deaf adolescent's language and communication skills are woefully behind the complex social tasks demanded of him. Please do not generalize these remarks to mean that the deaf as a group are socially inept! Most deaf persons function well with other deaf people and generally develop satisfactory liaisons with hearing people. However, the overall social development of the deaf person differs from that of the hearing person in the range of social skills and opportunities for the expression of those skills.

Much pressure has been exerted upon deaf children to integrate into the "hearing" world. It is not reasonable to expect a complete integration. The deaf, just as any group with major social and cultural similarities, will seek out one

another for companionship. Major national and religious groups band together to form social organizations of various types to provide recreational or important social betterment programs. They do so because much of the difficulty in establishing reasonable relationships with strangers can be overcome and bonds of friendship are more easily formed. Thus, activities and the educational philosophies designed to encourage the deaf to integrate primarily with the hearing are depriving them of the natural clannish behavior of all people.

A second major determinant of a hearing-impaired child's adaptation is his residual hearing. This is, however, a borderline area. There are some who work in this field who perpetuate the fallacy that "there is no such thing as a deaf child; all can hear some and therefore should be called hearing impaired or hard of hearing, not deaf." Psychological or educational deafness means the inability to learn or understand language through hearing. The question is not how well a child does on a hearing test, but how much usable information he can extract from his sound environment and how much can be used in formation of his language skills with or without amplification. One has no assurance that amplified sounds will not be distorted, that unwanted sounds will not also be amplified, or that amplification will necessarily result in enhanced speech intelligibility. An infinite number of extraneous sounds ordinarily occur in the environment. It is a credit to the efficiency of their minds that deaf children manage to learn as much as they do.

Defining the cause of the deafness has some importance to the professionals in this area, but little practical importance to parents who are far more interested in how to deal with such a child at home and how to put him on the right road outside of the home. I will, however, undertake some discussion of causes of deafness because it will tell you something of the complexities of establishing facilities for hearing impaired children. Many of the leading causes of deafness (maternal rubella, meningitis) often are leading causes of brain damage. For medical and allied medical professionals, this poses a great challenge for many reasons, among them being prevention of deafness, understanding the real usefulness of residual hearing and clearly outlining the participation of brain damage in certain behavior and learning problems. This means that any clinical observations about the effects of deafness per se must be considered only possibilities because damage to other portions of the thinking apparatus may also be involved. It means

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that we professionals must be judicious in our use of the term "brain damage" (or other words which imply it, like "aphasia") with parents because of its negative connotations. There is a widely prevalent tendency to consider immediately that a diagnosis of "brain damage" has dire implications for the education of the child. Educators of the deaf have often mistakenly applied this term to children who do not learn to speechread or speak or who behave poorly in their school setting. Such behavior can often result from the rigidity of a system which does not allow children the physical and intellectual freedom that they need. Often the term "aphasia" has been used for such children with very limited or no neurologic evidence to substantiate it. Calling difficult children brain damaged perhaps occurs as often as they are called "emotionally disturbed." It depends more often on the labelers' taste or tolerance or training as to how these children are labeled; it is infrequently based on fact.

Perhaps it is not constructive to blame the educators for the mislabeling. Often they are reacting to their own frustration—the frustration of desiring to know about neurological function and how to cope with the educational problems of deaf children. One can hold them responsible for the abuses of such terms. It is the current state of the medical profession's diagnostic capacity that presents the greatest problems. Our ability to specify differences in brain function is not well developed. There are very few centers which specialize in this. The Child Evaluation Center at Michael Reese Hospital is an example of one that does. It employs a multi-disciplinary staff which establishes impressions by a conference method in which all the representative specialties involved contribute their knowledge to the information of a group impression or diagnosis.

As briefly mentioned above, the Henner Hearing and Speech Center is now engaged in establishing a specialized diagnostic unit for deaf children. It has provisions for short-term evaluation and long-term evaluation. The short-term procedure utilizes pediatric audiologists, a caseworker, two child psychiatrists, a psychologist with special skills in working with brain-injured children and a pediatric neurologist; services by physical medicine, electro-encephalography or other medical specialties such as ophthalmology can be requested as needed. The long-term program will provide a model education setting for young children, employing the "combined method." We are selecting aspects of programs described by various people who have worked with disadvantaged children to provide for the pursuit of learning in ways natural for the child. The play materials which are used will give us data for refining and enriching learning situations and necessary information about developmental patterns.

An area of much relevance to the parents of deaf children is the matter of ac-

ceptance of a child with a physical handicap. An important initial problem which all parents of a disabled child must overcome is the difficulty in accepting an imperfect creation of the parents' own making. The imperfection may be due to the lottery of genetics, a disease contracted during the pregnancy or many other physical conditions that in no way reflect on their capacities as human beings, however. Children are psychologically regarded by parents as extensions of themselves. This gives rise to a profound psychological reaction which can be paraphrased as: "If my child is imperfect, then I am imperfect." The internal feelings which this stimulates are similar to what occurs if the boss tells us that we are doing a bad job and are about to be fired; or, similar to what a mother feels when her family, one by one, turns away the meal she has just spent two hours preparing while imagining how pleased they will be that she is working so hard for them.

Human beings have a limited repertory of internal feelings or emotions—we can feel happy, sad, nervous or angry. (What about love? It is an unpredictable blend of all of these.) The life situations in which we find ourselves (one of which is having a child who is deaf) vary from very simple to very complex; yet, our emotional responses can usually be reduced to these four emotions, alone or in combination. I must emphasize that I am speaking of emotional responses, not physical or intellectual activity. Most parents of deaf children feel sad and angry to have created an imperfect extension of themselves. The way we deal with such feelings, or the way we try to re-establish an internal feeling of happiness is an entirely individual matter determined by the nature of our past life experiences.

The parents' realization that their child is deaf probably occurs very early; earlier, perhaps, when the deaf child is not the first child in the family. The Moro reflex, a "startle reaction" to loud sounds or other physical shocks, is present at birth and continues, in modified form, for some months after. At six months, conscious awareness of the child's deafness has occurred. Many parents then engage in a series of homemade tests to ascertain the child's responsiveness to sound. They may bang pots, shout the child's name or drop heavy objects on the floor. I would guess that the average parent tends to perform such tests over and over again, repeatedly observing that which they do not wish to see. This is a period of great emotional vulnerability for if things are as they seem, some very important shifts much occur in how that child is to be regarded by the parents and what expectations are created for him. Because of the vulnerability of this time, parents are most prone to be carried away by false, sometimes melodramatic promises. Objectivity is at a very low point. Unfortunately, it is a time when major decisions about the child's future are made.

The reactions from the time of realization forward are too diverse and too numerous to cover in detail. They are as individual as the personalities of the parents and the marriage resulting from the mixing of their personalities.

The effect of the deaf child on the marital relationship is of primary concern to all of us here. How disruptive or nondisruptive is this kind of child depends upon the state of the marriage prior to the birth of the child. In general, it would seem that such children tend to accentuate difficulties already there. Some marital problems exist in latent form and without the birth of such a child may never have appeared. Perhaps there is already an instability in the marriage; the child then serves to drive a further wedge between the parents.

I have observed that parents often do not talk to each other about their deaf child as much as one would anticipate they would. They tend not to look to each other for the support that they need. At the time of the initial discovery, both parents often fear to discuss the situation with each other or with other key relatives. This fear is based on a very natural human response. We all tend to avoid dealing with that which brings us pain. The pain that comes from the notion that we have failed—referred to earlier—causes us to seek ways to obscure it from ourselves. So parents do not talk about it. That is the unfortunate state of affairs. The child's deafness drives the parents into silence—silence at a time in their lives when meaningful communication is of utmost importance. The parents and their child are driven into noncommunicating units.

Siblings are likely to reflect some of the attitudes of the parents toward their deaf brother or sister—in a more sophisticated manner the older they are. When they are very young and close to the deaf child's age, it is possible for them to provide good companionship because of their pleasure in shared nonverbal play. Speech is not a prerequisite for play in the early preschool years. At the age when adequate speech does become important, isolation of the deaf child can occur, which is not easily compensated for by forcing the older siblings to play with him. It is obvious that at this time opportunities for deaf children to associate with other deaf children are essential. They will learn little about socialization if they have few ways to exchange information with those with whom they play. If siblings have learned manual communication—and this is easier for young children to learn than older children—then new opportunities for contact with the siblings are created. Such contacts are critical. I have often talked with hearing adult siblings of adult deaf people and have observed that they have become virtual strangers because of the alien nature of their worlds. When difficulties do occur, the deaf brother or sister is a liability, for their hearing siblings are put in a position of feeling family

responsibility but are helpless to implement that responsibility. On the other hand, great resentment is often expressed by the deaf child over the failure of his parents and siblings to learn to use manual communication. They often get the message that the language which is natural for them—sign language—is a depreciated form of communication.

Why are the parents of deaf children so interested in speech? A partial answer to this question has already been provided. Speech is falsely perceived as that which will make their children the same as hearing children. The children will not be imperfect and the parents will not have to suffer the pain of having a deaf child. The basic job of parents of deaf children is overcoming the hurt that they themselves feel so that they can deal with the child as he really is. It can be stated categorically that the pain in years of self-delusion is far greater than recognizing now the deaf child as he really is. The pain persists as long as the delusion; it does not get any better; if anything, it gets worse as the years pass, as false hopes are dashed. Though dashing false hopes now is painful, it is temporary pain and leads to far greater rewards.

In 1956, Dr. Arnold Gesell wrote in the *Volta Review*:

"Now one cannot make a sharp differentiation between normality and deafness. It is not normal to be deaf, but the deaf can be remarkably normal as individual personalities if we guide them into the right methods of managing their handicap. Our aim should not be to convert the deaf child into a somewhat fictitious version of a normal hearing child, but into a well adjusted non-hearing child who is completely managing the limitations of his sensory defect. If we lose sight of this principle, are we not sometimes in danger of teaching speech with too much intensity?"⁴

Dr. Gesell's phrase, a "fictitious version of a normal hearing child," is a most lucid description of much of the fruitless habilitative effort misguidedly undertaken on the deaf child's behalf. What are the implications of this concept? First and foremost, it implies that a realistic educational environment for a deaf child is built upon understanding how he is like all other children and how he is different. Inadequate language deprives parents and professionals of a way of assessing the child's development. Many of the growth and development measures for children are based upon their verbal productions; much of the diagnostic work done in psychiatry depends on what the child says for critical information about his psychologic functioning.

Around the "fictitious child" parents of deaf children and professionals come face to face. When that face to face confrontation occurs, both should be as objective as possible in handling what sparse information they do have about the child; but, sadly, both most often come with a bias. The parents' bias is

their expectation that their offspring will be "normal." What parents consider "normal" is predicated upon their own standards and need for conformity. But, a healthy parent-child relationship will not evolve unless the parents can modify their expectations of the child when reality tells them that the child cannot hear. Many educators and other specialists in deafness often meet parents with a bias of similar quality. They, too, cannot accept deafness for what it is. They say, "We must not accept it, but we must treat this child as a hearing child," with the implicit and explicit promise that the child will then be what they—parents and professionals—had hoped he would be. In essence, such programs give the child a clear but unworkable message—"Don't be deaf." One could speak for hours of the anger, resentment and frustration that such an approach yields to parents and children.

Dr. Gesell, in recognition of this situation, said let us make well-adjusted deaf children, not poorly struck copies of hearing children. Parents must over and over again ask themselves: "What **can** my deaf child do that will gratify me and my child that will strengthen the bond between us?" Strength in a parent-child relationship is built, in part, on the ability of the parent to communicate to the child that his needs are perceived and that provisions have been made for their fulfillment; that what the child is, is really acceptable to the parents and that the parents will help the child develop the areas where his strengths lie. When these realistic attitudes are taken toward the child, the parents will derive the pleasure of watching their deaf child grow and cope with life in his uniquely effective way. Before any of this can occur in an effective manner, the parents must overcome that which has prevented acceptance—the wound inflicted on the parent's concept of his or her worth as a human being.

With an understanding of this background, we can proceed further in the discussion of the education of the deaf. It is not long after one enters this field that he becomes aware of the long-standing controversy of the combined use of manualism or sign language with oralism versus oralism only. After spending many hours listening to people holding both views and many hours reading the pertinent literature, it becomes apparent that to pussyfoot around this issue does no one any recognizable good. I would hope that my words will serve to contribute some clarity to the issue and help to bring it to a point where professionals can discuss it and not withdraw into their corners from which to hurl assaults on ears too distant to perceive them.

Having been reared in a scientific community wherein it is considered appropriate to ask for the data supporting one's propositions, I was shocked to discover that this issue presently cannot be discussed at that level. One is immediately diverted to topics which are tangential and often irrelevant to the issue itself. It

is necessary to adopt a one-mindedness and a concreteness, a persistence, even a stubbornness, to keep the relevant issues in their appropriate perspective. Our interest as parents sending our children out of the home to school is that the methods which are being used are the ones that will most effectively convey the information that these children need for their intellects to grow.

When we refer to activities occurring between parents and children in a care-taking environment, we need a few words to imply the essence of what transpires. The word "communication" is a good word if we all understand its implications. If we understand it to mean "talk" only, then we have falsely narrowed its meaning to one small activity in the whole communication process. Parents of non-verbal children are very aware of how much is transmitted between parents and children without benefit of verbal language. As it is used here, "language" refers to the conventional written and spoken symbols of our culture. The acquisition of these symbols can occur in several ways. If the child has normal hearing, it occurs naturally, without extra effort, as a regular part of his day-to-day life. They, the symbols, are meaningful because they are used within specific contexts. As you hand your child a glass of water or a bowl of cereal, you give it a name. And when the child repeats the name, you correct his articulation or reinforce the word in some other way. The relevant word here is "context." Symbols or words have no magical or God-given quality. They are meaningful only because they are accepted as the appropriate way for an individual in our society to convey the meanings he desires to convey. If we all agreed to do so, we could call "water" "hominy grits" and mean the same thing. The essence of communication is that familiar and important contexts are given names, designations. And as we become more proficient in the use of these symbols, we will become more skilled at describing unfamiliar contexts.

The deaf child is deprived in large measure of the opportunity to assign spoken symbols to important contexts in his life. He experiences them, remembers them, interprets and reacts to them, but cannot, for the most part, communicate about them. Other kinds of information are communicated within the transactions between parents and children. "Rights" and "wrongs" are defined by emotional displays on the face, by hugs or by spankings; by rewards or deprivations; by sensing needs or by ignoring them. A great wealth of nonverbal communication forms the essence of the parent-child relationship. If the child is responsive to sensitivity, he becomes hopeful and ready to learn. If insensitivity is the rule, the converse, hopelessness will prevail.

With these few remarks, let us see how oralism and manualism fit into the daily transactions of parents and their deaf child. Consider the ways in which young children indicate that they have a pain.

Crying is, of course, the primary method. Sometimes, if we are lucky, the child will pull up his legs and you might guess that he has a pain in his belly or he might pull at his ear and maybe that means he has a middle ear infection, although it is more often a habit or a way of handling generalized anxiety. After a number of such experiences with your hearing child as he grows older, you eventually succeed in giving him a way of expressing bodily discomfort when it occurs—he learns when to use the word “pain.” How is that done with a deaf child? Random phonemes such as “bb, bb” serve poorly to cover that situation. Nothing is so disturbing to a parent as a pained child he cannot help. There is a very simple way around this difficulty. Beginning at a time when hearing children are acquiring these more subtle kinds of expressions at around two years of age, one can gently pinch the child so that it is uncomfortable and make the sign for pain. That simple sign can be displayed over any part of the body and refers to the same concept. The introduction of a recognizable sign for “potty” would render far more simple the whole job of toilet training. Without the use of such uncomplicated signs, one must resort to discipline and/or coercion which contributes ill-feeling and rigidity to the character of the child.

At some time before the age of 12 months, infants become actively involved in imitative activities. To our delight as parents, they are great mimics. They will wave “bye-bye” or “pat-a-cake.” Soon we find that they will readily imitate a whole series of acts. The imitation of a formal vocabulary of signs is to a deaf child as natural as crawling and if he discovers that such signs have the ability to get his parents or siblings to fulfill some of his needs, they become a source of great delight to him and ultimately can be developed into a sophisticated language system that will aid in vocabulary and language development.

To be more specific, manual communication is as basically an imitative physical act as speech. To a deaf child who must use his vision for communication, a combined oral-manual system is a promising method for communicating. With it, success in communication becomes real and tangible. Bowing to the zeal of those hearing adults who say that speech is the most essential aspect of working with deaf children is to deprive them of the good feeling that comes with the mastery of communication techniques and leaves them with a poor second best.

We should now pass to some specific facts bearing on these issues. By the age of five or six, the average deaf child has little or no verbal capacity at his disposal, early oral training programs notwithstanding. For purposes of discussion, let us suppose that in a very successful oral program a deaf child five years old can acquire a speaking vocabulary of 200 words. However, he will have almost no knowledge of sentence structure. Compare this to the hearing child who at the

age of five is estimated to have a vocabulary of 5,000 to 26,000 words and the skills to combine them into meaningful sentences. It should be added that the vocabulary is often not understandable by people other than the parents or the teacher who has taught it and knows what the child is saying because they have taught it. Often we deceive ourselves into believing that it is the words we speak that convey the meaning, ignoring the accompanying gestures that indicate where the object is or which pantomime the object. For example, verbal phrases like “Close the door” or “Stand up” more often than not are used with the common natural gestures.

One should not get trapped into believing that we understand what another person is saying on the basis of the individual words that he says. Suppose I said, “I rather go than past.” You undoubtedly have understood each word but who can tell me what I have meant? If I said, “I would sooner go forward than backward,” then no one would have any difficulty in understanding the meaning. The first phrase was not taken directly from transcriptions of the speech of the deaf, but is a paraphrase that demonstrates both semantic confusion—confusion over the real meanings of words—and syntactical confusion—confusion over how words are arranged into meaningful sequences. To teach deaf children a practical method of communicating, we need to establish a method of conveying syntactical information, here defined as the conventional way in which spoken and written words are placed in relationship to one another. It is the controlled way in which reality is translated into formal language that can be transmitted between members of a society using a particular language. Syntax is not words. Words standing alone convey partial meaning.

I will give you a direct quote taken from the writings of a patient with whom I have worked. “I feel sorry for you have hard life your three children also your wife. I know children bothers parents so much so the children wants to do something but I sees children do that. Parents are not patients but some parents are very patient children. I know its hard to teach children to learn things. Do you and your wife feel hard life or easy life your children?”

Without undertaking any extensive analysis of this brief fragment, it seems to well demonstrate: 1) a rather typical limited vocabulary; 2) a limited understanding of parenting roles; 3) a very limited understanding of sentence construction and the use of prepositions; and 4) the fourth important issue, especially for myself as a psychiatrist called upon to help such a person is the difficulty in relieving the tremendous frustration this person experienced in being unable to secure the kind of usable information she desired, to develop a workable understanding of womanhood.

The next specific material I wish to cover relates again to the issue of speech and speechreading. Forty to 60 percent

of the sounds of the English language are homophonous—when seen on the lips they appear similar in configuration to other totally unrelated sounds which may convey entirely different meanings. An example of such words is “marry” and “bury,” “read” and “green,” “cart” and “yarn”—they cannot be distinguished even by the most proficient lipreaders in a consistent fashion. A word such as “hit” formed at the back of the mouth cannot be speechread. Due to very personalized communication practices and differing facial makeups, i.e., mustaches, pipes, pokerfaces and so on—the 40 to 60 percent figure is reduced. It is too much to expect a deaf child to construct a reasonable concept of the English language with the serious limitations of the method as spelled out above. At most, under ideal conditions, the deaf child discerns 20 to 30 percent of the spoken language to which he is exposed. Hearing people with no training are more efficient at speechreading than the congenitally deaf.

Reading tests have demonstrated that the average deaf child of 10½ to 11½ years of age reads at grade level 2.7. From that age range to age 15½ to 16½, he progresses less than one year to a 3.0 plus level.^{5, 6, 7, 8} Many people innocently believe that although the deaf speak poorly, they can read or write adequately. Some people, for example, say that the deaf must love to read. But, because the typical instruction of these children is through spoken language, such accomplishment is indeed not their good fortune. The deaf are taught to print and write and pictures are used, but they are small recompense for the lack of knowledge their deafness imposes. To see a deaf child of six being made to sit day after day watching his classmates recite words he cannot hear or understand and to have to look to spoken language for information or his reward is an unpardonable wrong. We grow through our ability to question, to get answers and to make mistakes. Many of these pedagogic exercises hide from parental view the impoverished environment of the school. Any school system for the deaf which builds its entire program around only speech and lipreading and some writing fails to meet the primary needs of most of its children. This is a substitute and a very poor one at that for giving the children what they need to promote their intellectual growth.

A well-conceived and well-executed study at the University of Pittsburgh comparing deaf children of deaf parents with deaf children of hearing parents indicated that “early manual communication appears to have no negative influence on the intelligibility of deaf students’ speech.”⁹ This is an important fact to note for a typical remark of those adhering rigidly to the oral method is that if the children use manual communication they will not learn to speak as well. This has been rather dramatically contradicted by Birch and Stuckless⁹ and by our work at Michael Reese. When manual language is included in a total

communication attempt with the children, including oral speech and speechreading, all of the communicative activities are used by the child. The child responds to what he is able to respond to and enjoys doing so. He needs no special rewards other than watching his own abilities in performing adequately and sometimes the pleasure which this affords his parents. The child cares only that he learns how to **do** capably and that his curiosity is satisfied. How he does it is often more the interest of the parent than the child. The results of the Birch and Stuckless study further showed that the deaf children of deaf parents had significantly higher reading scores than the deaf children of hearing parents. The specific details of why such an environment leads to greater success is, in part, apparent. An environment in which the child is given a way of communicating that is acceptable to the parents and allows for the necessary exchange of information about the environment goes a long way toward enhancing that child's chances of success in the hearing world.

An especially interesting finding in regard to the effect of sign language on speechreading ability is that the deaf children of deaf parents scored slightly higher than the other group. Judgments made on the written communications by a panel of judges again showed the edge in the former group. The matter of social adjustment shows little difference with a tendency in the direction of the combined group, however.

Another study pertinent to the education of the deaf was a national survey reported in 1966 which covered 93% of all pupils enrolled in schools for the deaf in the United States (McClure, 1966⁵). It was found that of the 1,277 pupils 16 years of age or older leaving school in 1964, **30 percent were functionally illiterate**; 60 percent had a 5.3 grade level or below on the Stanford Achievement Test. Only five percent achieved at a tenth grade level or better. Of this last group, most were either hard of hearing or adventitiously (not congenitally) deafened.

Another fact rather surprising to discover is that many of the people most directly involved in the work with the deaf children are totally unaware of the adult adjustment of the deaf and for that matter have no deaf adults in their acquaintanceship. The rather assiduous avoidance of including deaf professionals in the teaching establishments for deaf children is an old and rather tragic story. Some optimism is now possible as one hears sporadic reports of this and that agency beginning to include such people in their educational households.

One could spend much more time examining the available facts—and, I wish to emphasize that solid facts are available. The critical issue now is where does this leave the parents of deaf children? It is unfortunately most clear that parents of deaf children are left in an unenviable situation; but it is not a position of helplessness if they can approach the problems of their child with educative

tools that work and can be applied to realistic goals. I well realize that to give parents this kind of information is to put them in a difficult situation where they should not be. It is to put them in the middle of professional groups that should be hammering out these problems between themselves and not spending their time hammering at each other.

It is not realistic to rely solely on the school system for education. Much can be provided at home with a means to communicate—and, of course, much more could be provided in the school with an efficient means to communicate. Much could be accomplished by equipping a group of regular teachers with skills in manual communication and letting them do their customary work with deaf children. I want to emphasize that this is a very inexpensive approach in a world full of economic escalations. Most of the professional people with whom I have spoken about our work become very fascinated with the possibilities. I have no reason to doubt that this would also appeal to educators not traditionally involved with the deaf.

Formal language is one way of enriching the child's experiential world. It can also be increased by encouraging work with art materials of all kinds and art classes; this is a reasonable activity where deaf children can associate with hearing children as long as it is understood that it is not primarily for language learning purposes that such training is undertaken. Picture books and magazines, though words most often cannot be associated with them in the living situation, provide increased richness to the child's world. Simple games like dominoes and Candyland can be very gratifying non-verbal experiences with implicit intellectual challenges for both parent and child. Freedom from the bias of stressing speech development will permit utilization of the parents' natural creative approach to child rearing. The parents and the child are then not forced always to relate in the area of the child's weakness and his failures but can share in the pleasures of his successes.

I will conclude this talk with a few words of advice to parents of deaf children:

First, I would advise you not to allow anyone to challenge your commonsense observations about your child and how to handle him. It is upon your commonsense observations that your decisions about your child will be based—not upon the precepts of a particular body of theory as applied to something so complex as parent-child interactions.

Secondly, ask those who try to impose such precepts upon you for the proof of what they are laying down—do not settle for quotes of authorities in the field for often the authorities have no well-designed studies or other proof of what they say. Do not settle for appeals to your emotions which often begin—"Well, you don't want your child . . ."

Third, do as much reading and as much talking as you can. The establishment

of an effective community of parents of deaf children can accomplish much for the child. You can use as your example the very well-organized and effective parent groups of retarded children whose voice is well-recognized in the Illinois Legislature.

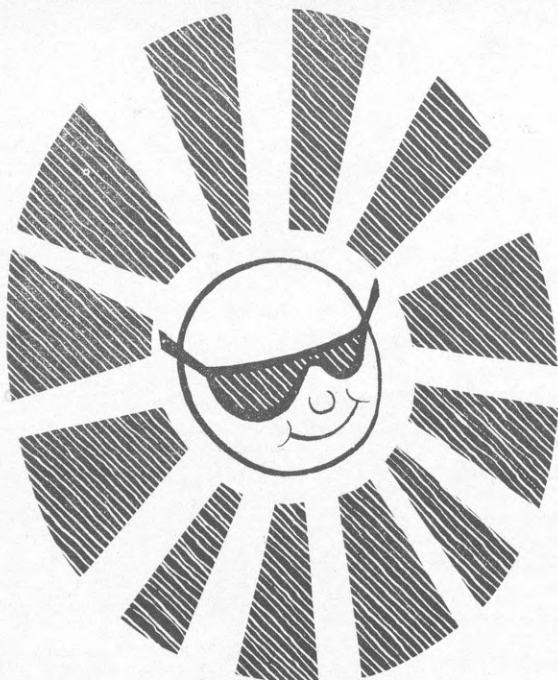
Fourth, search continually for as many areas as possible where your child can achieve tangible successes and pleasures.

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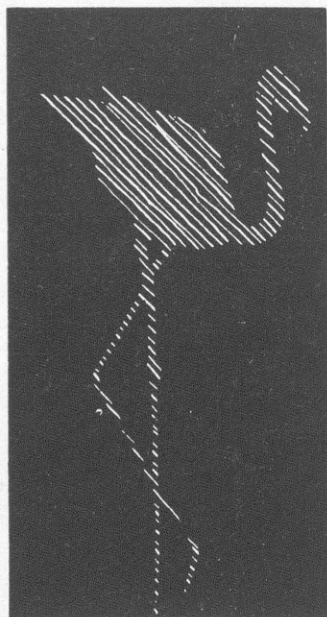
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WED 50 YEARS—Mr. and Mrs. Henry Clappitt of Goshen, Indiana, celebrated their golden wedding anniversary last spring and were guests of honor at an open house. In addition to many gifts from friends, the Clappitts received a set of matching gold rings from their daughters, Mrs. Jack (Flossie) Hayes of Goshen, Mrs. Charles (Thelma) Berg and Mrs. Alexander (Mattie) Hanyzewski, both of Michigan City, Indiana. Mrs. Clappitt was the former Edna Stouder and both she and Mr. Clappitt graduated from the Indiana School. He worked as a shoe repairman for 49 years before retirement at the age of 71.



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thru June

NATIONAL ASSOCIATION of the DEAF

Robert G. Sanderson, President



N.
A.
D.

President's Message

There are some schools for the deaf that have excellent relationships with their alumni; many deaf men and women recall with genuine fondness their years in a pleasant school, where teachers and administrators were relaxed and friendly, communicated easily and maintained contact through the years. But there are other schools where the inevitable changes in administration and philosophies have brought them into varying degrees of conflict with the alumni and the deaf community.

The causes are so well known that we need not repeat them now; our purpose is not, at the moment, to rub salt into wounds that may be all too fresh. Rather, let's examine another aspect of the relationship that sometimes escapes attention.

Schools for the deaf, and especially residential schools, face an extremely difficult situation each year, or biennium. Those that depend upon appropriations from the legislature must compete with many other agencies for the tax dollar—and this competition can be ruthless as state colleges and universities set their high-powered lobbyists to work at getting multi-million dollar requests approved. Local school districts having special education programs generally would be happy to expand them—at the expense of the state residential school; and many ill-advised parents still prefer pie-in-the-sky educational promises to the unpleasant realities of hard-boiled experience, so give aid and comfort to these sometimes inadequate local district programs. Then there is that persistent problem of "unreasonably expensive" special education for the deaf cited by enemies of the residential school system. Other special programs, for example, for the mentally ill, for the retarded, for the delinquent, are also out to get what they need, even if it hurts some other school.

So I am now addressing this directly to the responsible deaf adult:

Your school—or the school for the deaf in whatever state you are now living—needs your help.

You may differ with the school in its present philosophy; you may be an oralist opposed to the "leniency" of the administration, or you may be a manualist with strong feelings against the rigidity of the system; or you may be someone who rides the fence, avoiding controversy. Whatever

Robert O. Lankenau, Secretary-Treasurer

your persuasion, when your school needs help it should be forthcoming promptly and strongly, and with all of the political push and pull you can bring to bear. Politics is a fact of life; deaf people must learn to use the skill to their own ends just as do hearing people. Persuade a friendly legislator to back the school for the deaf appropriation request; find out who the important men are on the appropriations committee, and speak to your local district assemblymen in an effort to reach those key people. Make it plain that you support the school, that it has given you a chance in life, that because of the special education and training you received you are now a self-supporting taxpayer instead of a welfare recipient, and you have thus repaid many times over the state's investment in you.

Do not be bashful; speak up and speak out—for the sake of your school and the many children who are helpless pawns in the power struggle for funds.

The school superintendent is in a tough position; he must persuade the board of education of the need for his budget money, then, having received their support, he is told in effect to help his own cause by taking it directly to the legislators responsible (education committee, budget committee or ways and means as the case may be)—while trying to run his school. Not to mention the fact that the big universities have well-heeled alumni, big shots in the business, industry and banking community, working at getting money for their schools. And if the deaf community chooses this critical time to start a fight over "methods," his cup of woe spilloth over.

It would seem that, in the light of history, deaf adults have more to gain by helping their schools at the right time than by fighting them. After the school has secured its budget, a superintendent is apt to listen with more attention to deaf alumni who have something to say—especially when he knows that they have helped and not hindered.

* * *

The Las Vegas NAD Convention promises to be one of the most interesting ever staged. For those who are not interested in the business sessions there will be educational and informational seminars, some of which may generate some real excitement as controversial subjects come up for discussion. For those who have serious purposes, as well as for those who want just fun on a vacation, Las Vegas will have "everything"! Hope to see you there!—RGS.

LANGUAGE OF SIGNS DIRECTOR—Terrence O'Rourke assumed duties as director of the NAD's language of signs project on February 1. He had been on the Gallaudet College faculty for several years after teaching at the North Carolina School for the Deaf.

Frederick C. Schreiber, Executive Secy.



HOME OFFICE NOTES

By Frederick C. Schreiber

The Home Office today looks more like a factory warehouse than an office. As previously reported, we have acquired a large stock of the **Dictionary of Idioms** from the American School for the Deaf. The books are now stacked in our workroom along with an equal number of mailing cartons, giving the room a somewhat crowded appearance. At this time the books are moving well and it is expected that once the general public is aware that we have them, they will move even faster. If you have not yet ordered your copy of this most important book, please do so now. While we have over 1000 copies available and expect to have the book reprinted once our present supply is gone, this is one item that every deaf person should have in his home. So far it appears that about 19,000 copies of this book have already been distributed, which goes to show how well it has been received.

We have also completed printing of our new brochure covers. The design and printing were made possible by the contribution of Mr. Walter Krohngold, who donated \$1,000 to the NAD some time ago for our printing needs. While we just have the covers at this time, it is expected that reprinting of our material will start shortly and a new brochure listing the material available from our association will be prepared at the same



NATIONAL ASSOCIATION of the DEAF

time. We are confident that the brochures will be rated as in keeping with the "new image" of the NAD and that our members will be able to take pride in them and what they stand for.

The number of visitors to the Home Office is constantly increasing and we are very pleased with this. We wish to repeat as often as possible that the office is open to the public and nothing could make us happier than to have people drop in to see us and how we work to serve the deaf people of the United States.

Recent visitors include Raymond Jenken from New Zealand, Mr. and Mrs. Joseph Call of New York, Mrs. Carol Sponable, Mr. and Mrs. Alfred Ederheimer and Mr. W. Art Sherman, to name a few. In addition we had Mr. Henry Dorsey in one afternoon but instead of visiting, Mr. Dorsey went to work and overhauled our duplicating machine.

At the moment the Home Office staff consists of eight people with the inclusion of Mr. Terrence O'Rourke as our language of signs director. Miss Ann Tasseff has left us and we hope to have a replacement for her the middle of February. We have a very good young lady lined up who promises to be quite a catch from our point of view in that she has experience with the deaf and already knows the language of signs.

The closing days of January and the early part of February proved to be quite hectic. On February 1, Mr. O'Rourke officially assumed his duties although he had been coming in for some time before that to get oriented to the extent of his responsibilities. The same day was the Executive Secretary's birthday, so to start the day off right, a man fell or jumped from the roof of our office building, landing on the overhang just outside our office windows, but one floor down. Then the girls decided that they should have a birthday celebration for their boss and as part of it, the ice cream smuggled into the office by RID Director Al Pimentel fell out the window, and finally Carrell Parker called in to inform us that she would be out for several days because she had the mumps! I am sure Mr. O'Rourke was suitably impressed with the hustle and bustle of the office but I hope that this will be the last time he'll be so impressed.

Between times, however, a great deal of work had to be done. As most Advancing Members and state officers are aware, one project was to get out the "special" edition of the Newsletter. This is a convention issue and is in addition to the regular February letter which is also in the process of mimeographed and will be mailed out at the end of the month.

THE INTERNATIONAL RESEARCH SEMINAR is not far off and the planning committee met to iron out some of the last-minute details while the office staff worked on the agenda and travel arrangements to bring in people from literally

NAD Convention--Las Vegas June 17-22, 1968

The Fabulous Flamingo, convention headquarters, has reserved 500 rooms for the National Association of the Deaf Convention. These will be assigned on a first come - first served basis. Other hotels will handle the overflow but will not offer the convention rates. Also, the Flamingo will release rooms not reserved for the NAD Convention to the general public after May 1, 1968.

**Convention rates at the Flamingo: Singles—\$10, \$12, \$14.
Doubles—\$12, \$14, \$16.**

For reservations, write:

**National Association of the Deaf
2025 Eye Street, N. W., Suite 321
Washington, D. C. 20006**

all over the world. Pan American Airways has been selected to handle international travel, while the office is coordinating travel for the United States. The meeting will open in Washington, D.C., on May 26, move to New York City on June 1 and then to Hot Springs, Arkansas, June 9, returning to D.C. on June 14. This will leave us in the office just two days before our convention in Las Vegas.

THE TEMPORAL BONE BANK DRIVE is scheduled for May 19 in Baltimore, Philadelphia, Richmond and Washington. This project is also well underway, and cooperating with the NAD to insure its success are the Deafness Research Foundation and the National Association of Hearing and Speech Agencies. While the present program is limited to just four cities, it is hoped that the experience gained at this time will assist in smoothing out rough spots for the 1969 program which will be national in scope.

LAS VEGAS CONVENTION plans are moving ahead at full speed. Contracts for ads in our program book are coming in. We have entry forms and promotional material for the bowling tournament on hand and flyers covering the added attractions for the convention have been mailed to most Advancing Members. Additional information on these items can be had from the Home Office.

THE REGISTRY OF INTERPRETERS Director Al Pimentel is currently working on our application for a continuation grant for the RID office. This is due the middle of February and we hope that the new grant will take into consideration the adjustments made in our indirect cost allowances as well as the additional personnel to carry out the responsibilities of this office.

THE STATE ASSOCIATIONS all received their notices of quota payments due, some using the old figures because we did not receive the new 1967 figures.

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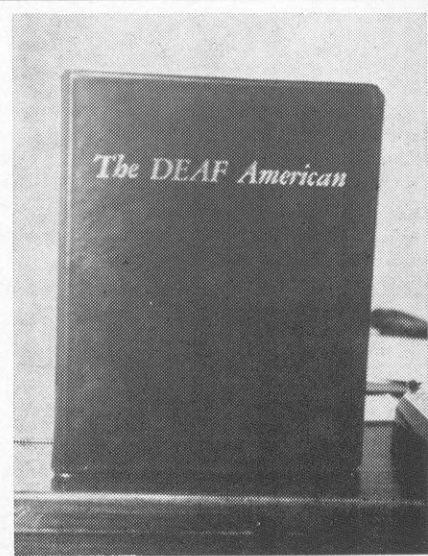
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NATIONAL ASSOCIATION of the DEAF

Our present calculations indicate that unless something is wrong with our figures we will have hit our budgeted figure for state quotas practically right on the nose. Our accountants are now working on our fiscal reports. We must have the income and expenditures to date to enable us to prepare a meaningful budget for 1968-70. While the figures are not yet available, all indications are that we have exceeded our income expectations and by the same token we have also exceeded our expenditures as budgeted. Nevertheless, it appears that we will finish these two years in the black also so that the administration can report that the four-year period has shown substantial growth and even greater potential for expansion.

PRE-REGISTRATION. Persons desiring to avoid the crush at the Las Vegas convention are urged to send in their reservations now for combination tickets. The price is \$30 and by buying your tickets now you will automatically be pre-registered.

The extra-cost tours and the Night Club Tour all must be paid for in advance as the hotels and tour agents require one week's notice. Advancing Members have already received the details regarding these tours. Regular members desiring information on this part of the convention should address inquiries to the Home Office. Included in the tour category are: The Night Club Tour at \$13.90, the Super Deluxe Night Club Tour at \$16.00, and the tour to Boulder Dam at \$4.40. City tours and other arrangements are possible with details appearing in the next issue of THE DEAF AMERICAN.

The post-convention tour to Mexico City is still in the works. We have not yet received final details from the travel agents on this tour, but generally the tour will be for one week and the price will include travel from Las Vegas to Mexico City as well as accommodations in Mexico City and all other expenses. The agents will arrange with the individual tour members to handle travel from Mexico City to their final destinations.

And now — GOODBYE! The press of work in connection with the International Seminar and the convention appears to be such that for the next few months the Home Office Notes will get shorter and shorter. This is an unfortunate consequence to these two most important meetings and the requirements they will make of the entire staff. However, once the convention is over it is hoped that the Notes will become all inclusive as they have in the past.

JUNE 17-22, 1968
NAD Convention . . . And Fun
LAS VEGAS, NEVADA

National Theatre of the Deaf

Spring Tour

March and April 1968

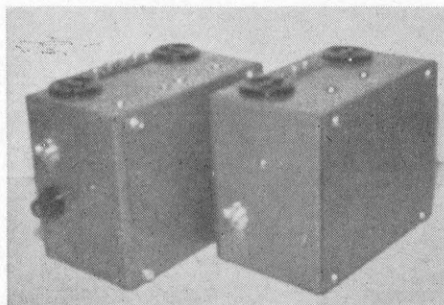
Date	Place	Theatre
March		
4	New York City, N.Y.	Vivian Beaumont Theatre
5	Princeton, New Jersey	McCarter Theatre
6	Connecticut	Secondary Schools Program
7	Connecticut	Secondary Schools Program
8	Connecticut	Secondary Schools Program
9	Cleveland, Ohio—John Carroll U.	Kulas Auditorium
10	Cleveland, Ohio—John Carroll U. (matinee)	Kulas Auditorium
12	Indianapolis, Indiana—Butler U.	Clowes Hall
14	Detroit, Michigan—Detroit Inst. of Art	Institute Theatre
15	Flint, Michigan	Whiting Auditorium
16	Flint, Michigan	Whiting Auditorium
17	Kalamazoo, Michigan	Tentative
18	Illinois	Arts Council Tour
19	Illinois	Arts Council Tour
20	Illinois	Arts Council Tour
21	Illinois	Arts Council Tour
22	Illinois	Arts Council Tour
23	Lake Forest, Illinois—Ferry Hall School	Tentative
24	Minneapolis, Minnesota	Tyrone Guthrie Theatre
25	Minneapolis, Minnesota (Morning class)	Tyrone Guthrie Theatre
30	Chicago, Illinois—U. of Chicago	Mandel Hall
31	Chicago, Illinois (matinee and evening)	Mandel Hall
April		
1	Rockford, Illinois	Tentative
6	Berkeley, California—U. of California	Wheeler Auditorium
8	Los Angeles, California	Mark Taper Forum
9	San Fernando Valley, California	Reseda H. S. Auditorium
10	Riverside, California—Riverside City College	Landis Auditorium

NATIONAL ASSOCIATION OF THE DEAF Statement of Receipts and Disbursements November 1967

Receipts	
Contributions	\$ 1.50
Special Fund Contributions	105.00
Advancing Memberships	479.39
Dividends and Interest	158.40
Publications	35.75
Reimbursements	1,889.44
Total	\$2,669.48
Disbursements	
Officers' Salaries	\$ 100.00
Executive Secretary's Salary	775.40
Clerical Salaries	1,075.00
Payroll Taxes	51.86
Travel	79.00
Rent	425.00
Postage	36.25
Telephone & Telegraph	1.75
Office Supplies	326.82
Executive Secretary's Expenses	199.99
Deaf American Support	180.60
Captioned Films	105.99
Electricity	1.55
Insurance	37.00
Total	\$3,396.21

NATIONAL ASSOCIATION OF THE DEAF Statement of Receipts and Disbursements December 1967

Receipts	
Contributions	\$ 424.20
State Quotas	813.00
Advancing Memberships	885.00
Dividends and Interest	75.20
Publications	10.00
Services Rendered	19.00
Captioned Films	372.00
Reimbursements	111.15
Total	\$2,709.63
Disbursements	
Officers' Salaries	\$ 100.00
Executive Secretary's Salary	775.40
Clerical Salaries	1,075.00
Payroll Taxes	51.70
Postage	297.53
Telephone & Telegraph	62.77
Office Supplies	735.75
Executive Secretary's Expenses	456.06
Deaf American Support	334.72
Captioned Films	88.00
Insurance	14.00
Total	\$3,990.93



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Saturday	5.50
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Night	5.00
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Jerry Fail

NEWS

From 'Round the Nation

Mrs. Jerry Fail, News Editor
6170 Downey Avenue
North Long Beach, Calif. 90805

Mrs. Harriett Votaw, Asst. News Editor
2778 S. Xavier Street
Denver, Colorado 80236



Harriett Votaw

Colorado . . .

John Abbott, Jr., born on December 8, is the new grandson of Mr. and Mrs. Howard Kilthau. His mother is the former Betty Ackles, daughter of Mrs. Kilthau. He has two sisters.

Kerry Jay Haptonstall, son of Mr. and Mrs. Donald Haptonstall of Colorado Springs, had virus pneumonia during December and had to be placed in an oxygen tent for five days.

Ronnie Sluyter had an auto accident December 17 and was in the hospital for one week. He suffered a fractured nose, bruises on both hands and a badly swollen leg.

Helen Ruff and Kenneth Schiel came home from Gallaudet College for the Christmas holidays. Helen is a sophomore while Kenneth is a senior.

Helen Ruff was surprised with a bridal shower at Mrs. John Ross' apartment on December 17. Hostesses were Mrs. John Ross, Mrs. Bert Younger, Mrs. Larry Landman, Mrs. Dave Sheneman, Miss Cheryl Ward and Mrs. Marquita Skillin. Helen will marry John Kaleta of Chicago at Fort Collins in July. John is now a senior at Gallaudet College.

Mr. and Mrs. Larry Evans and Ken McLellan of Austin, Texas, surprised everyone in Denver at the New Year's Eve parties. The threesome came to ski in the Colorado Rockies. They had been to Santa Fe, New Mexico, where they also did some skiing at Taos. They were to return to Santa Fe to pick up the Evans' son, Lonnie, before returning to Austin before January 8. Larry and Wilma are teachers at the Texas School for the Deaf and Ken is a printer.

Roy Milburn and Tony Jelaco of Rock Springs, Wyoming, visited the Don Warnicks and then attended the Silent Athletic Club to visit their friends at the New Year's Eve parties.

Miss Nina Lazzari of Santa Fe, New Mexico, visited with Kathleen Potestio and Allie Joiner in Colorado Springs during her 10-day vacation. They brought her to Denver for the New Year's Eve parties. Miss Lazzari is a 1967 graduate of Gallaudet College and at present is a house-mother at the New Mexico School for the Deaf.

Staff Sgt. Michael Ferguson, son of Keith and Mary Ann Ferguson of Denver, recently returned home from a tour of duty in Vietnam with the 45th Combat Medics, U. S. Army. Staff Sgt. Ferguson is now living in Lynwood, California, and is connected with the U.S. Army recruiting division in the Los Angeles area.

The Fergusons' youngest son, Patrick Ferguson, Specialist 4th Class, is stationed in Germany with the 97th Signal Corps of the U. S. Army. Pat expects to get his discharge sometime in May.

The Herbert Votaws had Mr. and Mrs. Jon Hambel and their children from Byers, Colorado, for dinner Christmas Day. Jon is the hearing son of Mrs. Wava Hambel of Washington, D. C., and the nephew of Mrs. Dorothy Hyde of Kansas City, Missouri. Mr. and Mrs. Frank Booth, parents of Harriett Votaw, spent several weeks with them during the Christmas season.

George Culbertson of Colorado Springs was pleased to have James Goodson from Phoenix, Arizona, as a visitor in December. George and James are both licensed pilots and George has his own airplane so he took James up for a night flight over Colorado Springs. The multicolored city lights below looked like a gigantic Christmas tree.

George has taken numerous other young deaf friends for rides in his plane. To name some of them: Fred and Steve Calderone, Kenny Schiel, Rolanda Younger, Cecelia Ohm, Bill Krohn, Nancy Krohn, Patty Draxler, Rudy and Earl Sanchez, Larry O'Dell, Sammy Jackson, Marquita Skillin, Barbara (Price) Woods and Billy

Grimaldo. Once aloft, George lets whoever is sitting up front with him "fly" the plane in gentle maneuvers. Each who has done this had declared it a thrilling experience!

Robert Lindsey of Washington, D. C., surprised his Colorado friends by putting in an appearance at the Silent Athletic Club on January 20. He is on sick leave from his job with the Government Printing Office and had been staying with relatives in Denver and Evergreen for nearly a month.

Indiana . . .

Hoosiers are looking forward to the appearance of the National Theatre of the Deaf at Clowes Hall, Butler University, Indianapolis, on March 12. The Parent-Teacher-Counselor Organization of Indiana School for the Deaf and the Indiana Association of the Deaf are helping to promote ticket sales.

The ISD basketball team defeated the Alumni, 60-59, in a game played before a near-capacity crowd at the Caskey Activity Building on February 10. Proceeds went to the fund for installation of lights at the football field. Another such fund-raising project will be a dramatic presentation by faculty, alumni and friends with two performances set for April 18 and 19 in the Main Building auditorium. Homer C. Wesley, Jr., is general chairman.

The Indiana Association of the Deaf's biannual picnic has been set for June 1, 1968, at German Park, which is located on South Meridian Street (Ind. 135) just outside the Indianapolis city limits.

John Gough, head of Captioned Films for the Deaf, Washington, D. C., was a brief visitor in Indianapolis on February 8.

Greater Indianapolis Club for the Deaf



SIXTY YEARS TOGETHER—Mr. and Mrs. Benjamin B. Berg of South Bend, Indiana, observed their 60th wedding anniversary on June 12, 1967. Both became deaf from childhood illnesses and attended the Indiana School for the Deaf. Mr. Berg graduated in 1900 and Mrs. Berg (nee Mabel C. Russell) three years later. In 1909, the Bergs moved to South Bend, where he secured employment with the Oliver Plow Works. In 1921, the Oliver plant closed down and Mr. Berg found a job with Studebaker, from whence he retired in 1952 after 31 years of service. Mr. and Mrs. Berg were blessed with two children, a son Russell living in South Bend and a daughter Helen (deceased). With the exception of winter trips to Florida and California, the Bergs have spent 59 years in South Bend. Mr. Berg was once an ardent fisherman and has been a member of the National Fraternal Society of the Deaf since 1907. The Berg home at 1138 North Huey Street in South Bend is carefully maintained, and the Bergs delight in recalling events and people of years gone by—their school days under the late Superintendent Johnson, their marriage ceremony performed by the late Methodist minister, the Rev. Philip J. Hasenstab of Chicago, and many loved relatives and friends, deaf and hearing, who have passed on.

is sponsoring a basketball team this season after a lapse of several years. Most of the players formerly played under the colors of the Anderson Deaf Club, which has disbanded. Robert Downing, Jr., is athletic director and Leslie Massey is coach.

Minnesota . . .

The Minnesota Association of the Deaf and the Minnesota Association for the Hearing Impaired are co-sponsoring an appearance of the National Theatre of the Deaf at Tyrone Guthrie Theatre, Minneapolis, on March 24. Mr. and Mrs. Gordon L. Allen are co-directors of the project, with assistance from Harold Draving of the Minneapolis Hearing Society and Mrs. Irene Domonkos of the St. Paul Friends of Hearing Handicapped Children. Mail orders should be sent to the Tyrone Guthrie Theatre, 725 Vineland Place, Minneapolis 55403. Ticket prices are \$5.67, \$3.86, \$2.58, tax included.

Mrs. Mary Lydon passed away in a Duluth hospital on January 10. Her husband, Michael, preceded her in death in 1953.

Three language of signs classes are being conducted in Minnesota at present. Francis Crowe, president of the Minnesota Association of the Deaf, is instructor for the class meeting at the University of Minnesota Duluth Branch. Miss Sue Dement is the instructor for the class at St. Paul Central High School. At Minneapolis Hearing Society, Robert Lauritsen is conducting the course. Still another class is being planned for Faribault with Colin McAdam doing the teaching. A class at MacAlister College in St. Paul is restricted to certain students of the college.

Marvin Merrill is the new chairman of the Thompson Hall house committee, having been elected at the January 13 mass meeting. Mr. Merrill had filled out the unexpired term of Ernest Hahn, Sr., who moved to California.

Among the coming events in Minnesota are the Gallaudet College Alumni banquet on April 6 and the Frat Festival on May 26, both at Faribault.

Connecticut . . .

ON A YEAR'S STUDY—Rev. Robert D. Bergin, Catholic chaplain to the Connecticut deaf, is now enrolled at New York University, New York City, to study for a master of arts degree in advanced training in deafness rehabilitation. Rev. Bergin during his short time with the Connecticut deaf Catholics has been very popular, since taking over on the retirement of Rev. Raymond Mulready about five years ago. Rev. Chester Bieluch will take over Rev. Bergin's duties during his absence from Connecticut.

JUNIOR NAD AT ASD—We have just



THREE LEAD THE WAY—January 19, 1968, was graduation day for three deaf students from Computer Training Institute in Phoenix, Arizona. A big day for Robert Gornall, Stanley O'Neal and Jefferson Hockenberger (left to right) when they received their diplomas as computer programmers. A year ago, these three enrolled in Computer Training Institute on a pilot program sponsored by the Division of Vocational Rehabilitation in Arizona, taking the first step on their own behalf and for others. They have successfully completed the extensive course in computer programming and are now ready to become an active part of industry. They are to be commended for their fine accomplishment, proving that deafness is not a handicap in the field of computer programming.

learned that a Junior NAD group has been formed at the American School for the Deaf, West Hartford. We hope that the members of this group upon graduating from school will continue to be regular members of the NAD. The saying is THE NAD NEEDS YOU—YOU NEED THE NAD.

At the fall meeting of the Connecticut Chapter Gallaudet College Alumni Association, the following officers for 1968 were elected: President, Loy Golladay (reelected); vice president, Rev. Camille Desmarais; secretary, Mrs. Hazel Vinci; and treasurer, John Taglia (the last two named officers reelected). The Alumni Association is making plans for a spring banquet. . . . October 27 was a memorable day for Mr. and Mrs. Saverio Minicucci of Waterbury when nearly 75 of their friends and relatives gathered at the Sun Valley Restaurant in Meriden to help them celebrate their 25th wedding anniversary. Mr. Saverio has been active in the adult affairs of the Waterbury deaf for nearly 50 years. . . . At the December meeting of Hartford (NFSD) Div. 37, the following officers were elected for 1968: President, Henry Pierz; vice president, Stanley Main (reelected); secretary, Andrew Kostruba. The office of the treasurer was to have been filled at the January meeting.

Thames Valley Club of the Deaf, New London, will host the New England Athletic Association basketball tournament the third weekend in February. . . . Howard Palmer, a member of the National Theatre of the Deaf group, is now on the

staff of the American School for the Deaf teaching dramatics. . . . We are informed that Joseph Bell, a former resident of Hartford but who has lived in Springfield, Mass., since the early 30's, passed away in December.

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Union League Host To 24th AAAD Meet

The 24th Annual American Athletic Association of the Deaf National Basketball Tournament will be held in New York City, March 27-30, with the venerable and respected Union League the host. This is only the second time that the tournament has been held in New York and the first hostship for the Union League.

The committee headed by Murray Finkelstein is doing everything possible to see that the tournament will be a crowd pleaser. To begin with, the spanking new St. John's University gymnasium, with a seating capacity of 6,000, a second playing floor on which teams can warm up before their games to speed up action and an immense parking lot, has been secured. The Statler Hilton Hotel will serve as headquarters, and those who attended last summer's National Fraternal Society of the Deaf convention will remember this hotel for its perfect location and exemplary service.

The Union League has at long last settled in its new quarters, the Hotel Ansonia at Broadway and 73rd Street, only two subway stops from the Statler Hilton. A 10-year lease has been signed for what used to be the hotel's ballroom, so one can imagine how spacious the clubroom is. A few minor alterations are being made. Partitions will have to be erected to form an office, but by the time visitors flock to the tournament the Union League will be ready to welcome all to its new home.

It is too early to say much about the teams that will represent the seven regions of the AAAD. Precious little information has been forthcoming on the performance of the teams. But Lou Dyer's champion Los Angeles Club team has to be the favorite. It is headed by 6'8" Leon Grant, who has lots of help from his teammates. The host, Union League, has gone into a youth movement and will present a number of new faces, but it will give a good account of itself.

Arrangements will follow the usual AAAD format. Wednesday evening, March 27, the Union League will be host to AAAD officers and a number of invited guests at a dinner in a nearby restaurant. Following this, there will be a reception at the hotel, highlighted by a beauty contest and a show put on by local talent under the direction of Norman Finkelstein (no relation to Murray). Norman has put on shows before and he gets better with each performance.

The Hall of Fame Luncheon, honoring the three newest electees to the shrine, will be held at noon on Friday, and such a large turnout is expected that the grand ballroom of the hotel has been reserved for the occasion with a two-tiered dias to seat the large number of VIPs and invited guests. A grand ball with a professional floor show will wind up the festivities on Saturday evening. The Statler Hilton ballroom accommodates 2,000, which should be quite ample to handle the crowd.

CHAFF From the Threshing Floor

By George Propp

About a year ago we raised the question as to whether books were replacing television at the California School for the Deaf in Riverside. It sorta restores our faith in education to learn that during a week-long Book Fair at CSDR 978 books were sold. That is what you might call BONANZA in a new medium.

Gallaudet College—A new wing has been proposed for Hall Memorial Building. The addition will contain 20-25 new classrooms. Two new dormitories are also planned for completion before 1971 at which time the Gallaudet population will number 1,200. The dorms will have 98 rooms each.

According to the **Ohio Chronicle**, the Bureau of Vocational Rehabilitation in Ohio tabulated a total of 12,466 cases during the past year. Of this number 598 were deaf. This constitutes only 4.8 percent of the total rehabilitation effort in Ohio.

Judge Finesilver's Defensive Driving course began a series of four weekly sessions in Omaha on January 9. Nearly 100 deaf drivers have registered for the courses. Local news media have been giving the effort a good deal of publicity.

New to the growing family of deaf publications is the **Jayhawk News**. It is the house organ for the Kansas City Center, and Georgetta Graybill, one of the Midwest's most dynamic lasses, is the editor.

Miss Goldie Trbojevich, librarian at the Kendall School, is directing a project to compile a list of approved books for libraries in schools for the deaf. The list will consist of approved books for grades K-6 and will be from 1960-66 publishing lists. The list when completed will be made available to all schools for the deaf. The work is being done under arrangement with Dr. William Jackson, director of the Southern Regional Media Center for the Deaf. Assisting Miss Trbojevich in the compilation are Carolyn Burnes of the Berkeley School, Joan Smith of the Bell School in Chicago and Frances Tannenbaum of the Pennsylvania School for the Deaf.

Sports—More and more of the residential schools for the deaf have been adding cross country to the scholastic sports agenda. South Dakota, for example, has found it an excellent substitute for football. With growing cross country programs it won't be long before the USA has some deaf runners who can show their heels to European distance men.

Linda Tseng, daughter of an assistant professor at the University of West Virginia, enrolled at the West Virginia School for the Deaf last September. Up until last summer Linda did all her thinking and writing in the language of the Chinese. Linda now writes letters in English and is making good academic progress at WVSD. The Thresher found this very interesting and reports it here in support of the argument that any language is a good basis for developing English expression.

The Pennsylvania School for the Deaf, one of the pioneers in developing programs for key punch instruction, has moved into a new phase of this important area of vocational instruction. The school has acquired sophisticated data processing equipment which will be used both for instruction and for processing school records. The equipment includes the latest models of an IBM verifier, interpreter, sorter, reproducer, collator and accounting machine. All the equipment is of commercial size. The equipment is being rented so that it can be conveniently replaced with newer models.

Coin collectors may be interested in knowing that the Clarke School for Deaf last summer struck a commemorative centennial coin. A bronze coin sells for \$2.00 and a sterling silver version carries an \$8.25 price tag. The latter will possibly become a collector's item as a restricted edition of only 1,000 was struck.

The Alexander Graham Bell Association is sponsoring a speaking tour of Dr. Pierre Gorman, librarian and information officer at the Royal Institute for the Deaf in London. Born profoundly deaf, Dr. Gorman has good speech and is an excellent lipreader. He will speak to parents and teachers of deaf children at schools as well as to professional people of universities where there are programs concerned with the education of deaf children and adults. . . . The A. G. Bell Association has also announced that the organization has three scholarships for deaf students attending hearing universities. The scholarships are available for the 1968 fall term.

The **Alabama Association of the Deaf** has raised \$6792.47 to buy books for the ASD library in memory of men and women who have devoted their lives to the deaf children of Alabama. The project was started by the Talladega Chapter and became a statewide project under the able chairmanship of Harry L. Baynes.

Quote of the Month—"Students should know what they are able to do." (The Thresher regrets that he didn't make a note of who said this. He had high hopes of starting an argument between the author of this quote and those people who seem to think that only a parent or teacher knows what is good for the deaf child).



Stalling Along...

By **STAHL BUTLER**, Executive Director
Michigan Association for Better Hearing and Speech
724 Abbott Road, East Lansing, Michigan 48823

We had some fun in this office over a couple of incidents.

In dictating I used the initials "M. R. I." which all deaf people should recognize as the abbreviation for the Michigan Rehabilitation Institute where there is the special program for deaf men. To my secretary what I said sounded like "Emma or I." She asked me to repeat that part, and she still understood "Emma or I" and that is the way the words came from the typewriter.

* * *

My associate director enjoys telling this story on both of us. She was working on our budget request. She heard something about my leaving for a meeting and heard me go out the back door. In a few minutes I was back and she said, "Mr. Butler forgot something." When I stood beside her, she asked "What did you forget?" I said, "Don't you know?" I had forgotten her and she had forgotten about the appointment for both of us.

* * *

Tourist travel on cargo ships is not new, yet many people do not know of its advantages. Some freighters have nice facilities for four, six or eight passengers.

Only approximate schedules are provided and departure from a port depends upon how much freight is unloaded or loaded. Arrangements are made through travel bureaus. I will have more information for you when I return from a trip to the Caribbean Sea February 16 to March 16.

We are going with Mr. and Mrs. E. A. Fitting with whom we have travelled before to rehabilitation conventions. Ed heads the Michigan VRA program for the blind through our state department of social service. We have had a lot of fun together and I think that we realize that living together for a month may be a real test of our friendship. If we like freighter travel, and are not bored with being at sea for a long time, we may plan for a trip around the world when we retire at about the same time.

We fly to New York on February 16 and go on a Netherlands ship that afternoon. We will stop at American ports and islands en route to Paramaribo on the east coast of South America. From there we fly back to Trinidad to get a boat that will take us to Grenada, St. Vincent, St. Lucia, Barbados, Dominica, Montserrat, Antigua, St. Thomas and San Juan

where we get a plane for Detroit. The boat from island to island moves at night and is tied up during daylight hours, giving passengers the opportunity of seeing each island.

* * *

We are looking forward to a trip inland from Paramaribo where we will have an opportunity to see natives in their home environment. We understand that at least some of these people are descendants of African slaves who were placed in the Paramaribo area and ran away and set up their African way of living in the interior of South America.

* * *

We welcomed Ernest Hairston and his wife back to Michigan after his additional training at San Fernando Valley State College in California. Our Sue Champagne is now on leave until next September for the same training program.

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Humor

AMONG THE DEAF

By Toivo Lindholm

4816 Beatty Drive, Riverside, California 92506

In his book, "Five Women I Love," Bob Hope tells of sending his sound, television and props crew ahead to a place in Vietnam to prepare a hangar acoustically for a stage show. An inspecting general seeing the equipment strewn around the stage, and not know wherefor, ordered the place cleaned up, including mike wires. Result: audience had to be "lip-readers."

* * *
PRINTING

In me all human knowledge dwells;
The oracle of oracles;
Past, present, future, I reveal,
Or in oblivious silence seal.
What I preserve can perish never—
What I forego is lost forever.
I speak all languages, by me
The deaf may hear, the blind may see,
The dumb converse, the dead of old
Communion with the living hold.
All lands are one beneath my rule;
All nations learners in my school.
Men of all ages, everywhere,
Become contemporaries there.

—James Montgomery (1771-1854)

* * *

This from Gerald Burstein who had it from Mr. and Mrs. John Spellman who in turn picked it up from a newsletter seemingly coming from the Rhode Island School for the Deaf. To quote the writer of the piece, "Be ready to gag":

"Do you know what it means to be deaf? Your mother and father don't talk. Your dog doesn't bark. Your cat does a silent "meow." Your siblings never shout or cry. Doorbells and telephones never ring. There is a silent TV. There is no radio. There is no laughter or music. Surf and fire engines make no noise. Nobody can play with you. Nobody can tell you a story. Everybody thinks you are stupid."—Rita C. Osborne

* * *

George Joslin sent this one last June. Your indulgences, George, for not using it long ago; it got lost among my other letters waiting to be answered (that's the kind of letter answerer I am, I blush to admit):

Dick Hitt: You have to watch those amateur actors. Some of them blow a scene now and then. Like the other day, on KRLD-TV's half-hour special on Goodwill Industries. In one scene Goodwill receptionist Bettye Hittson, trained in dactylogy (sign language to you) questioning a prospective deaf-mute employee, asking her if she was applying for a job, where she had worked before, etc. The deaf-mute lady responded, in her silent language, "I've been working here at Goodwill for five years now."—Anne Lev-erett in "Cavalcade" in the Dallas Times-Herald.

The Anonymous One continues to tease, and to draw red herrings across our trail. Sends us an Oklahoma Journal newspaper sheet of two-page advertisement of tempting delicacies sold in supermarkets, saying there just might be a clue in the ads as to his identity. Sends us a Christmas card saying he just might drop in on us one of these days. Thinks we are too busy clipping DA coupons to care to follow his spoor. Still he's kind enough to send us material for this page. We could be intrigued and annoyed, but we're compensated for with the printed matter from him for use here—now, and before, and more to come, likely.

* * *

From FFFFF:

FAKE DEAF-MUTE DOESN'T FOOL VOICE THERAPIST

Pensacola, Fla. (AP)—Carol Wedel of Pensacola Beach, a speech therapist, was at a shopping center when a man walked up to her and handed her a card reading, "I am a deaf mute."

Mrs. Wedel spelled out in sign language, "My name is Carol Wedel."

The man turned and started walking away. As he did, Mrs. Wedel said aloud, "Wait, I'll give you some money, any-way."

He turned around.

She did not contribute.

* * *

Julian Singleton, Sr., writes that he had put away a clipping to send us and couldn't locate it. It was about a cop on a motorcycle (perhaps a prowler car) stopping a car to find out why a couple were whirling arms, maybe because of a bee bothering the couple. He wanted to help.

* * *

This from Harry Belsky, Brooklyn:

The following was written by Emil Ludwig, a noted author of "Lincoln," "Bismarck," "Napoleon" and others: "I question whether deafness is not always as heavy an affliction. From childhood I have measured all the arts by music, it alone is daily with me, and though I fear blindness more than deafness, it seems to me that, for art, the ear is our most wonderful organ."

Harry also wrote "Beethoven, a famous deaf composer, always carried a pad and a pencil around his neck."

* * *

Following publication of "Indian Sign Language" in the November 1967 DEAF AMERICAN, the Misses Bible and Strandberg of Inglewood, California, sent me a copy they acquired on one of their vacation jaunts years ago, entitled "HOW: Indian Sign Talk" by Iron Eyes Cody. Some 60-page booklet, 1959 edition, with about 350 sign-language illustrations, beautifully lithographed printed.

Among other things it says, "Sign language was invented by necessity. In this vast country, in the early days, there were more than 500 languages being spoken by some 70 distinct stocks or families of the American Indian."

It too mentioned the deaf, only with: "A system of hand signals are being used today by deaf mutes, that were devised by Abbe de l'Epee of France in the 18th Century."

In one picture was one "John Sitting Bull, age 92, the son of the famous Chief Sitting Bull. He has been deaf since the age of two. His only means of communication is by sign language."

* * *

We appreciate greatly anecdotes, and other articles sent to us. Some of them we do not publish, just because we have used them before. Like one sent us about a deaf woman entering a church with an ear trumpet, only to have an usher accost her with, "One toot, and out you go!" This one we used some five years ago.

Do continue to send in stories that smack of humor, peculiar to the deaf—even of pathos in connection with their way of life. We suffer with our common brothers and sisters; we laugh at our handicaps, and beat around them with no thought of them after. We are too busy helping turn life's treadmill. So why bother! I have yet to receive a letter for this page smacking of self-pity.

We try to acknowledge receiving even those stories we do not use.

Material we receive are not all in the humor category. There is one by a doctor saying "Wrong dentures may curb hearing." Another about a deaf man with a high IQ confined in a state hospital since childhood. One, helping correct a child's speech through a microphone and an oscilloscope. Also a physician's warning, noises in home appliances affect sense of hearing. Also "Deafness is peril for 'Rock 'n Roll' fans." And some more of a similar nature. I like to receive them. Possibly it is better that they go to Editor Jess M. Smith, or to Exchange Editor George Propp, "Chaff" conductor.

Our readers thank you for your interest and help. Amen, say I.

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Tennessee And North Carolina Play 10-Game Schedules; Tennessee Beats North Carolina, 13-7, For National Deaf Prep Grid Supremacy

Wallace Hughes, Tennessee's Mr. Touchdown, Named Deaf Prep Grid Player of Year;
Clarence Davis of Missouri Is Coach of Year

By ART KRUGER, Sports Editor

10625 Eastborne Avenue #1, W. Los Angeles, Calif. 90024

Here we are again, at the same old station, for the 32nd consecutive year—thanks to DA. Gee whizz! . . . That's a long time. But, really, the time has passed so quickly. It's the same old story, which we have written about . . . the deaf prep football story and the national deaf prep football championship.

Now who's the National Champion for 1967? First, here are the winners of the No. 1 rating each year in our selection starting with 1936, when the selection was inaugurated. . . .

1936—Mt. Airy (7-0-2); 1937—American (7-0-0); 1938—Arkansas (9-0-0); 1939—Virginia (8-0-0); 1940—Berkeley (5-3-0); 1941—Texas; 1942—No selection; 1943—Texas (7-0-0); 1944—Kansas (8-0-0); 1945—Indiana (8-2-0); 1946—Indiana (7-1-0); 1947—Texas (9-0-0); 1948—Tennessee (8-1-0); 1949—North Carolina (9-0-1); 1950—Minnesota (5-1-0); 1951—Mt. Airy (7-1-0); 1952—Oklahoma (9-0-1); 1953—Kansas (8-0-0); 1954—Illinois (7-2-0); 1955—Illinois (8-1-0); 1956—West Virginia (8-0-0); 1957—Texas (7-2-0); 1958—North Carolina (8-1-0); 1959—North Carolina (8-1-0); 1960—North Carolina (10-2-1); 1961—Louisiana (8-1-0); 1962—Michigan (8-0-0); 1963—Berkeley (5-1-1); 1964—Louisiana (5-3-0); 1965—Riverside (7-2-0); 1966—Berkeley (6-2-0), Kentucky (6-2-0).

For the 1967 grid season Tennessee and North Carolina each played tough 10-game schedules and both were contenders for national deaf prep honors. And incidentally met in an interstate contest to determine the deaf prep football national championship for 1967.

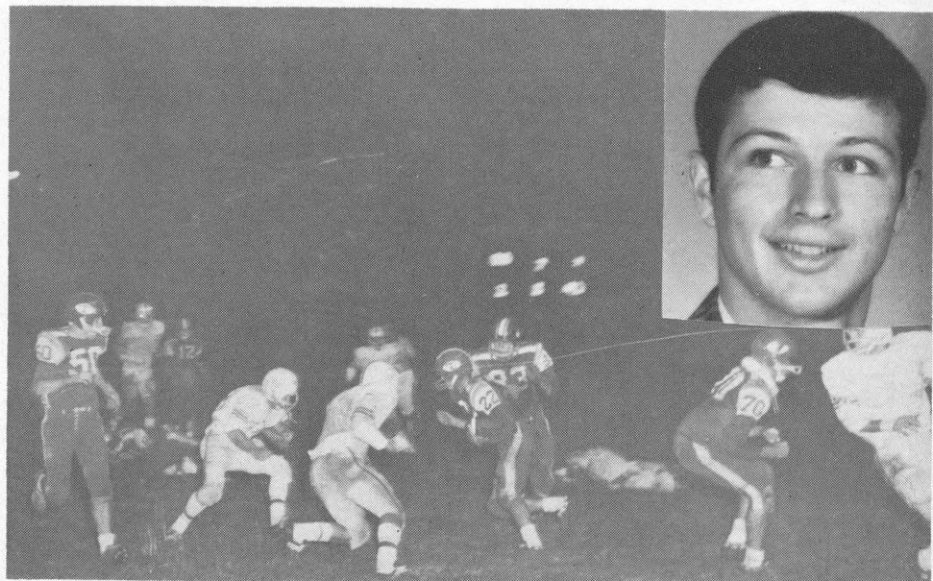
At Knoxville, on Saturday night, October 21, 1967, before the largest homecoming crowd in several years, the Tennessee Vikings and the North Carolina Bears put on a real thriller. The Vikings pulled it out of the fire with a story book ending as whirlwind halfback Wallace Hughes broke away for 83 yards and the winning touchdown with only five seconds left.

Hughes' long run turned the tide in the evenly-played game between the two contenders for the national deaf prep team honors, and he was almost the whole show for the Vikings, gaining 177 yards in 21 carries. A pair of junior halfbacks, Dee Clanton and Gary Duncan, were NCSD's leading rushers. End Willie Poplar played one of his finest games, anchoring the TSD defense, with 15 individual tackles and assisting with six. Little defensive back Larry Eubanks also did a fine job, having 12 tackles. Leading defensive players for NCSD were 205-pound center Boyd Arrington and 180-pound tackle Jimmy Hall and defensive backs Lee McDaniel, John Williamson and Brian Brizandine.

Coach John Bill Hudson's Vikings struck first in the opening quarter as Hughes dashed 17 yards on a sweep around right



TENNESSEE SCHOOL FOR THE DEAF VIKINGS beat North Carolina, 13-7, for the 1967 National Deaf Prep football supremacy. First row, left to right—Anthony Hodges, Steve Collins, Napoleon Clay, Roy McLaughlin, Jimmy Fryer, Charles Long, Mike Currier. Second row—Jerry Bryant, Billy Hayse, Terry Frisby, Dickie Henley, Milwalker Jackson, Lawrence Eubanks, David Hurd, Jackie Burns. Third row—Head Coach John Hudson, Manager Ronnie Binkley, Manager Charles Hemlett, David Browning, David Masterson, Conner Byington, Sammy Hargis, Wallace Hughes, Willie Poplar, Jerry Hawkins, Assistant Coach David Bailey.



RUN OF THE YEAR—With only five seconds showing on the clock, WALLACE HUGHES (inset), Tennessee's 1967 Deaf Prep Player of the Year, rambled 83 yards for the game-winning touchdown in the game against North Carolina. Here Hughes (22) is shown at the start of the thrilling run.

end. Quarterback David Masterson passed to Willie Poplar for the extra point, making it 7-0.

North Carolina, piloted by Marvin O. Tuttle, however, pulled even before half-time. Quarterback Brian Brizandine hit end Mike Suggs with a 61-yard TD pass,

and Gary Duncan plunged for the extra point.

That's the way the score stood until Hughes scored from his own 12-yard line. This was a game that could have gone either way, the deaf prep game of the year.



These dedicated senior football players will always remember as the **FIRST** players who represented the Washington State School for the Deaf Terriers in the Lewis County Class B League. Left to right—Assistant Coach Ken Whitney, Eugene Edwin, Arley Dominguez, Bob Born, Wayne Peters, Barry Reimers, Head Coach Bob Devereaux.

Statistics:

	TSD	NCSD
First downs	6	7
Yards rushing	203	161
Yards passing	49	104
Passes	3-12	3-13
Intercepted by	2	3
Fumbles lost	2	2
Punting	8-28.5	8-39.0
Yards penalized	1-30	8-110

So Tennessee was the No. 1 Deaf Prep Eleven of the '67 grid campaign.

Tennessee and North Carolina posted identical 6-4 season records. The Vikings also defeated Charleston High, 25-0; Pickett County High, 40-6; Halls High, 28-19; Virginia School for the Deaf, 47-0, and Rutledge High, 41-6. They dropped the opener with only 12 days of practice to one of the top elevens in the state, Huntsville High, 0-49. They lost to Happy Valley High, 12-33, and also the last two games to Vonore High, 0-32, and Polk County High, 32-47.

North Carolina Bears were runnersup for the State 2-A championship in 1961, and since then have been very close. One crucial loss, usually to Glen Alpine High, has kept them in second or third position in the Skyline Conference standings. For the '67 campaign NCSD was 5-2 in conference play. Besides the 13-7 loss to Tennessee, the Bears lost to three top 2-A clubs in the state—Mt. Holly High, 0-9; Oak Hill High, 6-18, and Glen Alpine High, 0-15. Those three high schools together posted a sparkling combination records of 31 wins, 3 losses and 2 ties, and Glen Alpine beat Mt. Holly for the Western North Carolina 2-A title. Despite their three tough losses, NCSD posted its 15th consecutive winning season with victories over Old Fort High, 39-12; Salem High, 58-0; Hibriten High, 14-6; Polk Central High, 32-6; Drexel High, 13-12, and Kentucky Deaf, 13-0. **Since 1953, NCSD has won 115, lost 31 and tied 3.**

Results of '67 interschool for the deaf games:

Florida 19, Georgia 0
Arkansas 21, Oklahoma 19
Kansas 14, Oklahoma 0
Missouri 53, Oklahoma 7
Kansas 13, Iowa 6
Michigan 21, Wisconsin 7
Missouri 37, Wisconsin 7
Kansas 9, Arkansas 6
Louisiana 27, Arkansas 6
Missouri 46, Kansas 0
TEXAS 13, Louisiana 7
MISSOURI 18, ILLINOIS 18 (tie)

American 13, Fanwood 6
American 19, West Virginia 6
Virginia 25, West Virginia 7
Alabama 31, Virginia 13
Tennessee 47, Virginia 0

Indiana 25, Michigan 6
Indiana 33, St. Rita 0
Kentucky 46, St. Rita 0
Kentucky 12, Indiana 6

NO. CAROLINA 13, KENTUCKY 0
TENNESSEE 13, NO. CAROLINA 7

Missouri was the surprise team with a fine 5-1-1 record, the loss being to the best Class M club in Missouri, Jasper High. It was the best season ever for the MSD Eagles under head coach Clarence D. Davis who has held this position for eight years. This brings Coach Davis' coaching career mark in football at MSD to 23-24-3.

Results of interschool for the deaf contests will show that the Eagles scored impressive wins against all schools for the deaf except Illinois, which tied the Eagles in the last quarter and which until this recent season had defeated MSD every year since 1939. MSD defeated R-I North Callaway High in the opener, 26-6, and Missouri Military Academy, 31-28, in a real cliffhanger.

It took Coach Davis eight years of

COACH OF THE YEAR—Clarence Davis of Missouri School for the Deaf has been designated as the outstanding prep football mentor of the 1967 season.

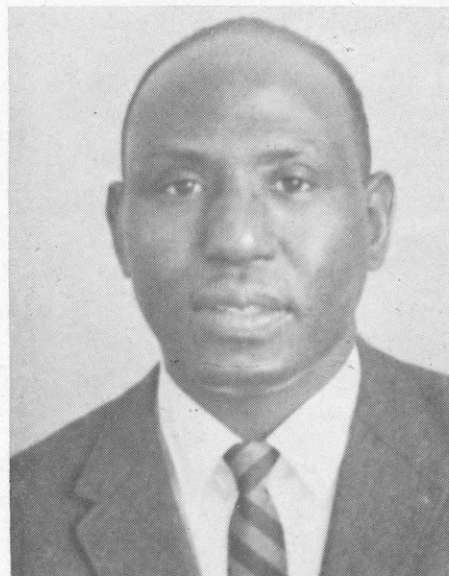
dedicated work to build up an excellent winning combination, so he rates our **Deaf Prep Football Coach of the Year Award**. He starred in football, basketball and track at Tuskegee (Ala.) Institute and was recently appointed principal of the vocational department at MSD succeeding the late George Dewey Coats. He has served as academic teacher and athletic coach at the school for 11 years, including head basketball and track coach for nine years. A graduate of Lincoln High in El Paso, Texas, Davis received his BS degree from Tuskegee and has done graduate work at the University of Illinois and at Texas Western University in El Paso. Prior to coming to Fulton, he was dean of boys for eight years at the Louisiana School for the Negro Deaf in Baton Rouge. He also served as head basketball and track coach, PE teacher and scoutmaster at the school and served as assistant to the vocational officer in placement of students in on the job training and job placement. He is a member of the Fulton Commission on Human Rights and is still active in Boy Scout work. He is married and is a member of the St. James Methodist Church.

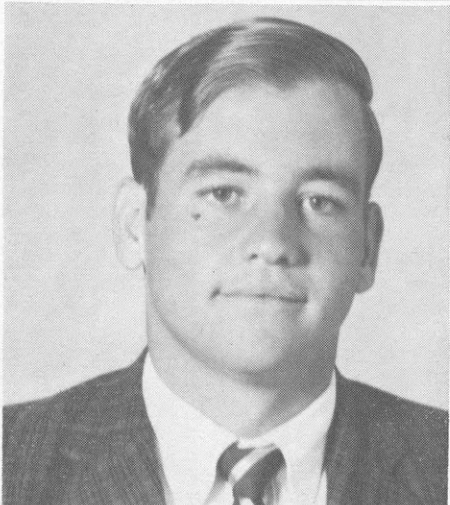
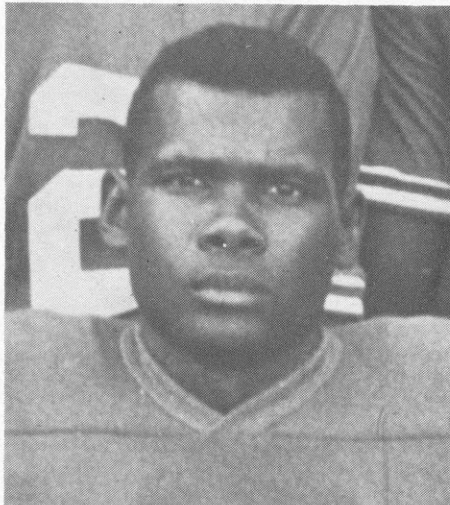
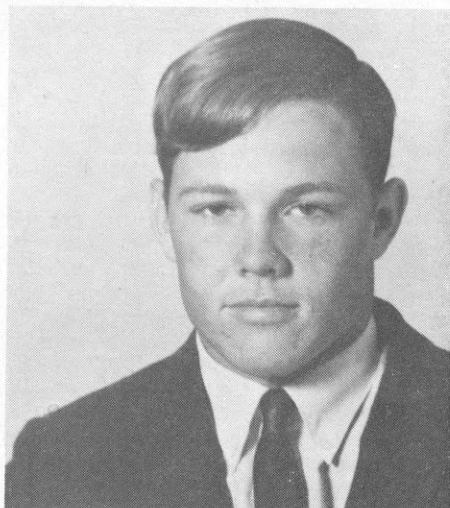
* * *

Out on the Pacific Coast Washington, Berkeley and Riverside made a lot of noise in their respective high school leagues. In their always-tough leagues, those three schools for the deaf made the other conference members sit up and take notice.

Now that Washington is in the Lewis County Class B League, Berkeley in the Bay Counties League and Riverside in the Arrowhead League, more people hear about them. Not only that, but by meeting a better class of teams they are playing better ball than ever.

In their sixth year under the able guidance of coach Bob Devereaux, the 1967 Washington Terriers were as good if not better than any team Devereaux has coached at WSD despite three losses. Playing in a league for the first time in years gave the school state-wide recognition in the polls. WSD was rated eighth





TALENTED RANGERS—These three senior gridders were the main reason why the Texas School for the Deaf posted its best season since 1960 with a fine 6-2-1 worksheet. Top: Wayne Carter (fullback). Center: Melvin Easley (halfback). Bottom: James Stovall (tackle).

for eight straight weeks. Barry Reimers, 6 ft., 155 lb. left halfback, was given writeups for his scoring, with the best article appearing in the Seattle Post-Intelligencer. In their league the Terriers came out a surprising fourth out of eight teams. Each team WSD played was larger physically by approximately 20 pounds per man in the line. WSD placed Barry Reimers on the offensive team and

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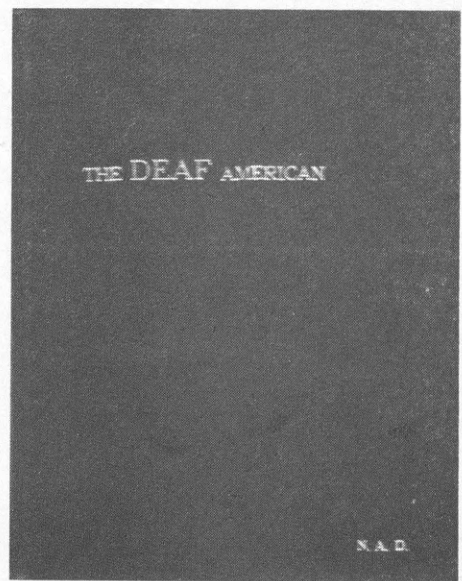
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Arley Dominquez and Bob Born on the defensive team of the all-league team.

Working with the deaf youngsters comes naturally for Devereaux whose parents are both deaf. A 1956 graduate of Yakima High School and a 1962 graduate of Central Washington State College, Devereaux learned the language of signs when he learned to talk.

The 3-5-0 record sounds like a poor season, but Berkeley had a fine team. The pinpoint passing of Pedro Landeros, the Little General, and the two-way back Wilyman Cano made it an interesting but frustrating season for Coach Ken Norton's boys. Emeryville High beat CSDB in the last two minutes, and it had a 6-0, 225-pound fullback, Greg Jones, who is wanted by the University of California. And St. Vincent High intercepted a pass in the last quarter to upset the CSDB Eagles. In each of two other games the Eagles lost, they needed just one more touchdown to win. The spunky Eagles, however, surprised Albany High, a big school, by winning, 13-7. Pedro Landeros landed the all league quarterback spot. 6-3 end Louis Cassinelli, one of Landeros' favorite targets, and defensive men Eiichi Takayama and Wilyman Cano rounded out the CSDB picks for all-league honors.

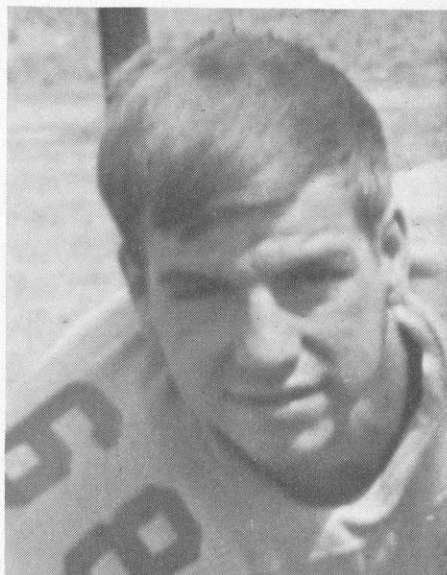
When the California School for the Deaf at Riverside's amazing halfback Fernando Zaldivar scored two touchdowns and passed for another to lead the Cubs to a 25-0 victory over favorite Notre Dame High at the University of California at Riverside field in the third game of the '67 season, the other schools in the Arrowhead League began to realize they couldn't afford to take CSDB lightly, especially with Zaldivar's running ability. And when the season was over, Zaldivar was named the Arrowhead League's Most Valuable Player by the league's eight coaches. He also captured Best

Back of the Year honors. A five-foot, six-inch, 140-pound senior halfback, Zaldivar led the league in scoring for the '67 campaign with 74 points.

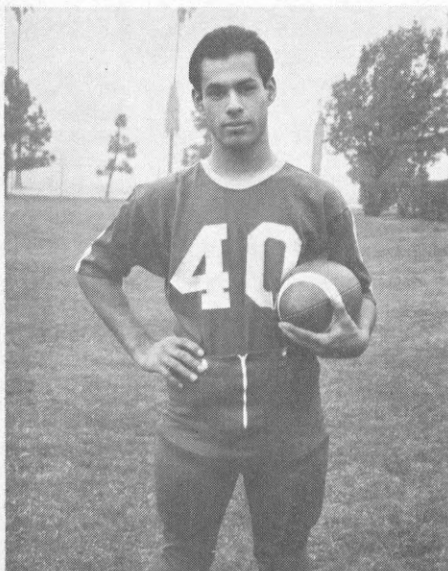
California Prep Football 1967 Yearbook featured a big article about those two California schools for the deaf, Berkeley and Riverside, with the caption, "Courage Is No Handicap." The last paragraph of the article says . . . "The two evenly matched schools do not meet in football due to the distance of the 470 miles and the problems of finances. A game between the Eagles and the Cubs would be a natural, with all the proper rivalry and tradition deserving for such a contest. With the right promotion and publicity, such a game could greatly benefit a very worthy charity."

This is something for Hugo Schunhoff and Dick Brill to think about.

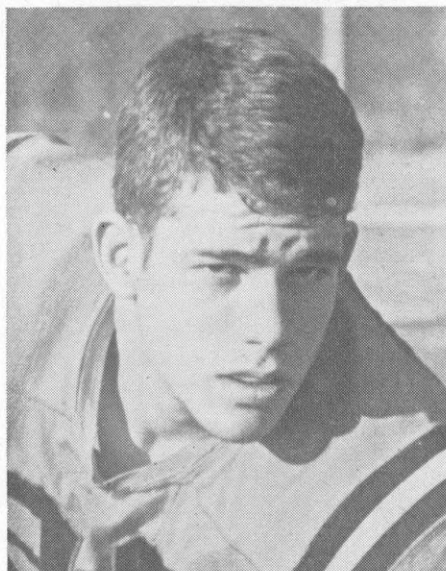
A record throng attended the homecoming game at North Carolina School for the Deaf. NCSD defeated Kentucky School for the Deaf, 13-0. This contest netted a clear profit of \$2,062.



One of the top linemen of the '67 grid campaign was **ROBERT HRABOVSKY**, senior guard of the Missouri School for the Deaf Eagles. A 200-pound agile offensive blocker he would be a top college prospect if he could hear.



These California deaf prep gridders were the Backs of the Year of their respective areas. **FERNANDO ZALDIVAR** (left), the 140-pound senior fleet scatback from the Riverside School for the Deaf, was not only named the Arrowhead League's Back of the Year, but also the Most Valuable Player. Right is Berkeley School for the Deaf's 170-pound two-way back **WILYMAN CANO**, both Back of the Year of the Berkeley area and chosen on the All-Area offensive and defensive team. Cano led CSDB in virtually every department.



Kentucky, in its opening game against undefeated Washington County High, was inept and ineffective after Quarterback Lemuel Watson sustained a broken leg in the early minutes of play and was lost for the season. The Little Colonels were hurt by the loss of Watson and did well to break even in eight games. Clifton Banks led the Kentucky offense.

DA boss **Jess M. Smith** carved out his third straight winning season at Indiana with a 5-3-0 worksheet. As head coach for the last five years he has a 24-19-1 record. His '67 eleven was low on seniors (6), 4 juniors, 11 sophs and a freshman nucleus from '66 unbeaten eighth grade ball club. In all there were 19 freshmen. Well, watch Indiana Orioles next year.

And three more clubs posted had winning records. They were Texas, Illinois and American. The Texas Rangers (6-2-1), coached by J. T. Jacobs, had their finest season since they were national deaf prep champions in 1957 with a 7-2-0 record, and the best since 1960 when they were 8-1-0. Below are the 1967 records of 29 deaf prep pigskin squads:

EAST	W	L	T	Pts.	Opp.
American (Conn.)	4	3	0	87	146
Fanwood (N.Y.)	0	6	0	39	164
Mt. Airy (Pa.)	1	6	0	---	---
Virginia	1	6	0	57	150
West Virginia	0	9	0	52	261

VISIT LAS VEGAS

NAD Convention

June 17-22, '68

SOUTHEAST

Tennessee	6	4	0	238	199
North Carolina	6	4	0	182	91
Alabama	4	4	0	177	199
Florida	2	6	0	---	---
Georgia	1	7	0	68	178

SOUTHWEST

Texas	6	2	1	183	79
Louisiana	1	7	0	79	176
Arkansas	3	4	0	74	157
Oklahoma	0	6	1	55	204
*Mississippi	0	2	0	20	54

* After playing two games, Mississippi had to abandon football for '67 due to lack of players. The school opened very late, on October 16.

Speed, size, quickness and talent are prime ingredients of a good football team, and Kruger's 1967 Deaf Prep All-America squad is loaded with all four. With three 1,000-plus runners, the Arrowhead League's Most Valuable Player, two outstanding passers and the all-time rushing leader, the backfield is one of the strongest ever assembled. Led by Texas' Stovall at tackle, Missouri's Hrabovsky at guard and North Carolina's Arrington at center, the line takes a back seat to no team.

Player of the Year was Wallace Hughes, Tennessee's high scoring and all-time rushing leader with 3,972 yards. He was the first player in a long time to make Kruger's All-America team for three straight years. Coach Marvin O. Tuttle of North Carolina said . . . "That boy, Wallace Hughes, scampering 83 yard TD run with five seconds left beat us. That run was unbelievable because four of my boys tackled him, but he got loose and kept on running."

We do not generally consider eight-man players for our All-America "11," but after we went over the countless clippings

CENTRAL

Kentucky	4	4	0	173	105
Illinois	5	2	1	143	57
Indiana	5	3	0	158	62
Michigan	2	6	0	80	160
Wisconsin	1	7	0	59	225
St. Rita (Ohio)	1	8	1	56	230

MIDWEST

Missouri	5	1	1	218	115
Kansas	4	5	0	60	144
Iowa	0	8	0	50	373
Minnesota	0	8	0	31	167

FARWEST

Riverside (Calif.)	5	4	0	179	162
Washington	5	3	1	142	139
Berkeley (Calif.)	3	5	0	153	131
Colorado	2	6	0	---	---

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*A sound organization with a great past
and a still greater future*

* * *

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Also

Sickness and accident benefits

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Lodges in nearly all principal cities

Assets

Over \$5,000,000.00



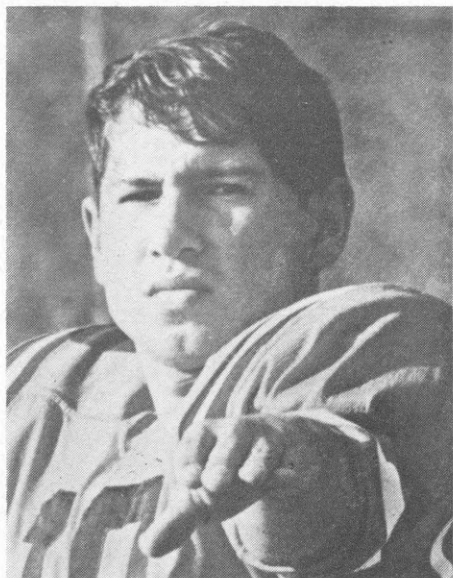
Certificates in Force

Over \$8,000,000.00

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For information and application blanks, write to

HOME OFFICE
6701 W. North Avenue
Oak Park, Illinois 60302



Small of physique, PEDRO LANDEROS, the 5-6, 145-pound senior quarterback of the Berkeley School for the Deaf Eagles, was not just a passer but was an exceptional ballhandler. He could dart quickly about the field and throw the ball over taller defenders. Ken Norton, proud of his little general, calls Landeros "the best passing quarterback I've had the pleasure of having in 18 years of coaching." Pedro's aim is to attend Gallaudet College.

about Nebraska's handy man, Ken Eurek, we're sure you'll agree with us that you can't find a better one among our schools for the deaf this past fall, so he gets our recognition by placing him on our All-America "11."

(Stories about Hughes and Eurek appeared in Sporting Around last month.)

The five deaf prep scoring leaders for 1967:

Name, Position, School	G	TD	PAT	Tot
Wallace Hughes, hb, Tenn.	10	30	10	190
Melvin Easley, hb, Tex.	9	13	10	88
Fernando Zaldivar, hb, River.	9	14	2	86
Barry Reimers, hb, Wash.	9	13	0	78
Kenny Owens, hb, Ala.	8	12	0	72

Kruger's 32nd Deaf Prep All-America Squad

Pos.	All-American and School	Age	Wt.	Ht.	Class	Coach
E	Wayne Miller, Louisiana	18	190	6-5	Sr.	Shipman
E	Terry Storey, Illinois	18	160	5-11	Sr.	Bond
E	Willie Poplar, Tennessee	17	190	6-0	Jr.	Hudson
E	Timmy Moyle, American	18	180	5-11	Sr.	Cecchini
T	James Stovall, Texas	18	190	5-10	Sr.	Jacobs
T	Arley Dominguez, Washington	19	175	5-10	Sr.	Devereaux
T	Richard Jamison, Riverside	17	240	6-0	Jr.	Lanzi
T	Jerry Bryant, Tennessee	19	170	5-9	Sr.	Hudson
G	Robert Hrabovsky, Missouri	19	200	5-10	Sr.	Davis
G	Wesley Hendrickson, Minnesota	18	250	6-6	Sr.	Matthews
MG	Jimmy Hall, North Carolina	19	185	5-10	Sr.	Tuttle
C	Boyd Arrington, North Carolina	19	210	6-7	Sr.	Tuttle
LB	Bob Born, Washington	19	170	6-1	Sr.	Devereaux
LB	Charles Mix, Indiana	17	190	6-3	Jr.	Smith
QB	Pedro Landeros, Berkeley	18	145	5-6	Sr.	Norton
QB	Ken Eurek, Nebraska	18	170	6-0	Sr.	Gannon
HB	Wallace Hughes, Tennessee	19	180	5-10	Sr.	Hudson
HB	Fernando Zaldivar, Riverside	18	140	5-6	Sr.	Lanzi
HB	Clifton Banks, Kentucky	19	185	5-9	Sr.	Morrison
FB	Wayne Carter, Texas	18	170	5-9	Sr.	Jacobs
DB	Barry Reimers, Washington	18	155	6-0	Sr.	Devereaux
DB	Dee Clanton, North Carolina	18	155	5-10	Jr.	Tuttle
DB	Wilyman Cano, Berkeley	17	170	5-10	Jr.	Norton
DB	Melvin Easley, Texas	18	145	5-8	Sr.	Jacobs

SPECIAL MENTION: Louis Cassinelli, 6-3, 180, e, sr., Berk.; Clyde Vincent, 201, fb and lb, sr., River.; Eiichi Takayama, lb, sr., Berk.; Brian Brizendine, qb, jr., N.C.; Val Lowery, e, jr., N.C.; Sammy England, t, soph., Ky.; Robert Powell, hb, jr., Mo.; Lardge Jefferson, hb, soph., Mo.; Jesse Joyner, hb, sr., Ill.; Joe Barnick, 203, t, Ga.; Denorval Emery, fb, jr., Mich.; James Best, e, sr., Ind.; Donald Tinsley, 210, t, jr., Ind.; Larry La Bert, hb, jr., La.; Dennis Keene, g, sr., Ky.; Leslie Suhr, hb, sr., Wis.; Kenny Owens, hb, Ala.

HONORABLE MENTION to departing seniors: Gorman Low, e, River.; Gordon Marshall, g, Mo.; Dennis Ellis, t, Berk.; Ronnie Gough, g, Berk.; Karl Reed, e, Berk.; Mike Suggs, e, N.C.; Tommy Jackson, fb, N.C.; Dickie Moore, hb, Ky.; Johnny Woosley, t, Ky.; Gene Duve, qb, Tex.; Robert Noe, mg, Fla.; Tom Basteau, e, Mo.; Wally Harmasch, t, Ill.; Ronald Penn, hb, Ill.; Jeff Fisher, hb, Iowa; Dale Ivie, qb, Ga.; Lonnie Overstreet, qb, Mo.; Darrell Mullins, t, W. Va.; Philip Buchanan, c, W. Va.; Merritt Belew, fb, Va.; Ronnie Hanner, qb, Ark.; Berney Smith, hb, Ark.; Rocky Miller, fb, La.; Dale Clostio, g, La.; Melvin Roger, t, La.; Harold Green, qb, Fla.; David Browning, t, Tenn.



Joseph Kerschbaum flashes a big smile for the camera as he receives Zero Defects Employee of the Month award from Base Commander Fisher at Defense Depot, Ogden, Utah. Jo-Jo's deafness has not impaired the accuracy of his work as a warehouseman. Defense Depot Ogden has hired deaf people for years. (Photo by R. Worrall, DDO.)

Church Directory

The deaf are welcome to . . .
EL CAMINO BAPTIST CHURCH
 2809 El Camino Ave., Sacramento, Calif. 95821
 Sunday School, 9:45 a.m.; Worship, 11 a.m.
 (K. and J. Heuser, interpreters)
 Marshall G. Mines, pastor

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 1400 N. Ridgeway Chicago 60651
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 Conducted in sign language and speech
 Pastor Charles E. Jones, 227-2264

OUR SAVIOR EVANGELICAL LUTHERAN CHURCH OF THE DEAF
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 Church service every Sunday at 10:00 a.m.
 The Rev. Norbert E. Borchardt, pastor
 Need help? Phone LA 7-7023

When in Denver, welcome to
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ST. MARK'S EPISCOPAL
1160 Lincoln St., Denver, Colorado
Tel. 534-8678

Open every Sunday at 11 a.m.
All Souls Guild meetings second Friday
night, 7:30 p.m.
All Souls Guild socials fourth Friday
night, 7:30 p.m.
Rev. Edward Gray

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5101 16th St. N.W.
WASHINGTON, D.C. 20011
Sunday worship—10:00 a.m.
Daniel H. Pokorny, BD, MSW, pastor
Ph. 322-2187

TRINITY LUTHERAN CHURCH
OF THE DEAF
409 Swissvale Ave., Pittsburgh, Pa. 15221
(Across the street near Western Penna
School for the Deaf)
Bible Class, 10 a.m. — Sunday Service, 11 a.m.
Frank Wagenknecht, pastor

When in D.C., welcome to . . .
THE UNITED CHURCH FOR THE DEAF
(Interdenominational)
Chicago and N. Y. Ave., Takoma Park, Md.
Evangelical, Fundamental, Friendly
Sunday school, 10:00 a.m.
Worship service, 11:00 a.m.
Wednesday Bible Study, 8:00 p.m.
Friday Prayer Service, 8:00 p.m.
Rev. James H. Bryan, pastor

In North New Jersey meet friends at
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CHURCH FOR THE DEAF
510 Parker St. at Ballantine Pkwy.
Newark, N. J. 07104
(Bus #27 to B. Pkwy., 3 bl. West)
Sundays, 10 a.m.; Thursdays, 8 p.m.
Rev. C. Roland "G" Gerhold, pastor
Need help? Phone (201) 485-2260

When in Los Angeles, welcome to . . .
PILGRIM LUTHERAN CHURCH
FOR THE DEAF
1233 South Vermont Ave. at Pico
Los Angeles 90006
Church service every Sunday at 11:00 a.m.
Bible class every Sunday at 10:00 a.m.
Sponsor of Pilgrim Senior Citizen
Housing Project
Arnold T. Jonas, pastor

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CRUSSELLE-FREEMAN CHURCH
OF THE DEAF
(Non-Denominational)
1304 Allene Avenue, S.W., Atlanta, Ga. 30310
Sunday School 9:45 a.m.—Service 11:00 a.m.
Rev. L. R. Divine, pastor
Free Captioned Movie, 7:00, third Friday

When in Minneapolis, welcome to . . .
BREAD OF LIFE LUTHERAN CHURCH
FOR THE DEAF
2901 38th Avenue South,
Minneapolis, Minnesota 55406
Services 11:00 a.m. every Sunday
(10:00 a.m. during June, July and August)
The Rev. Lawrence T. Bunde, pastor

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Norvella Ave.) Norfolk, Va.
Pastor, John W. Stallings, Jr.
Sunday School, 9:30 a.m.
Worship Service, 10:30 a.m.
WYAH-TV (each Tuesday 8:30 to 9 p.m.)
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Wednesday, 7:30 p.m., Bible study
Mildred Whitney, Interpreter
Rev. Jerry King, Pastor

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325 West 33rd Street New York, N. Y.
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All are welcome regardless of faith.

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Worship Service: 10:00 a.m.
Bible Class: 11:15 a.m.
Clark R. Bailey, Pastor, 632-0845

NATIVITY CHURCH FOR THE DEAF
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Trenton, N. J. 08610
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The Reverend Croft M. Pentz, pastor

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Fourth Sunday of Each Month

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Services 10:45 a.m. every Sunday
The Rev. William A. Ludwig
792 Kevin Dr., Columbus, Ohio 43224

Interpreters present at every service . . .
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Expressway (Route 30) at Ashland Road
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Wednesday—7:45 p.m.
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James Burton, Supt., Ministry to Deaf

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Visitors Welcome
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Albert Lazar, secretary

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Montreal 12, P.Q. Canada

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Free to All—All Welcome

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Sisterhood of H. A. D.
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5844 N. 86th Street
Scottsdale, Ariz. 85251

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